

EDUCATIONAL RESOURCES INFORMATION CENTER

December 1975

Volume 10 Number 12



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in

education

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution

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SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

The title of **Research in Education (RIE)** was changed with the January 1975 issue to **Resources in Education**.

The change is being made to reflect more accurately the broad scope of the documents the journal announces. **RIE** contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of **RIE** is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

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Reports in <i>Research in Education</i> for 1972	1603.51
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<i>Pacesetters in Innovation, Fiscal Year 1967</i>	166.69
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<i>Selected Documents on the Disadvantaged</i>	317.84
<i>Selected Documents in Higher Education</i>	145.93
<i>Manpower Research: Inventory for Fiscal Years 1966 and 1967</i>	75.75
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	54.87

Note

1. Paper copy (HC) will be full page reproductions with heavy paper covers.

Volume 10 Number 12 December 1975

Resources in Education

ED 109 297-110 594

Table of Contents

DOCUMENT SECTION 3

Document résumés 5

INDEX SECTION

Subject index 193

Author index 285

Institution index 307

Accession Number Cross Reference index 327

NEW THESAURUS TERMS 333

OTHER ERIC PRODUCTS 339

HOW TO ORDER ERIC PUBLICATIONS 343

HOW TO ORDER ERIC DOCUMENTS

Published by ERIC Document Reproduction Service
1775 Wall St., Washington, D.C. 20037

Volume 10 Number 12 December 1975

Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

TABLE OF CONTENTS

DOCUMENT SECTION

Document Abstracts

INDEX SECTION

Subject Index

Author Index

Document Source

Abstracts Journal Club Abstracts

NEW TITLES LIST

OTHER ERIC PRODUCTS

HOW TO ORDER ERIC PUBLICATIONS

Document Résumé

SAMPLE ENTRY



DOCUMENT SECTION

<p>1. General Information</p> <p>1.1. Title and Author</p> <p>1.2. Date and Place</p> <p>1.3. Subject and Scope</p>	<p>2. Summary of the Document</p> <p>2.1. Summary of the Document</p> <p>2.2. Summary of the Author's View</p> <p>2.3. Summary of the Document's Contribution</p>	<p>3. Detailed Description of the Document</p> <p>3.1. Detailed Description of the Document</p> <p>3.2. Detailed Description of the Author's View</p> <p>3.3. Detailed Description of the Document's Contribution</p>
<p>4. Conclusions and Recommendations</p> <p>4.1. Conclusions and Recommendations</p> <p>4.2. Conclusions and Recommendations</p> <p>4.3. Conclusions and Recommendations</p>	<p>5. Bibliography</p> <p>5.1. Bibliography</p> <p>5.2. Bibliography</p> <p>5.3. Bibliography</p>	<p>6. Appendix</p> <p>6.1. Appendix</p> <p>6.2. Appendix</p> <p>6.3. Appendix</p>

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane
Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 13-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling; (2) change their career aspirations; and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-39	PS—Early Childhood Education	125-132
CG—Counseling and Personnel Services	39-49	RC—Rural Education and Small Schools	132-143
CS—Reading and Communication Skills	49-67	SE—Science, Mathematics, and Environmental Education	143-154
EA—Educational Management	67-80	SO—Social Studies/Social Science Education	154-163
EC—Handicapped and Gifted Children	80-86	SP—Teacher Education	163-171
FL—Languages and Linguistics	86-95	TM—Tests, Measurement, and Evaluation	171-179
HE—Higher Education	95-101	UD—Urban Education	179-191
IR—Information Resources	101-116		
JC—Junior Colleges	116-124		

CE

ED 109 297 CE 003 397

Worthy, Elizabeth J. Crowley, Dorothy M.
Cooperative Planning for a School of Nursing
Within a Health Science Complex.

National Institutes of Health (DHEW), Bethesda,
Md. Div. of Nursing.
Pub Date Nov 70

Note—33p.; The inside front cover has been altered to make it reproducible

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$0.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*College Role, Cooperative
Planning, *Educational Facilities, *Facility
Planning, Facility Requirements, *Health Occupations
Centers, *Interinstitutional Cooperation,
Medical Education, Nursing, Site Analysis,
Space Utilization, State Universities,
Universities

Identifiers—*University of Washington School of
Nursing

The monograph reports on the University of Washington's School of Nursing involvement in the joint planning of a building to be shared by three educationally autonomous but administratively coordinated schools in a health sciences complex. The final product was a functional interdisciplinary unit capable of accommodating the schools of dentistry, medicine, nursing, pharmacy, and a health science library. The monograph discusses in detail the concept of health science, the needs and goals of the project, the guidelines that were established, the planning for space needs, the various contributions of the task force, a description of the site visit, the functions of the master building committee, and the role of the School of Nursing in the planning. (BP)

ED 109 298 88 CE 003 725

Career Development Guide: Grades K-12.
Oregon Consolidated Schools, Wis.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington,
D.C.; Wisconsin State Dept. of Public Instruction,
Madison. Bureau for Pupil Services.
Pub Date Aug 71

Note—284p.; Portions of the text have been re-typed to enhance reproducibility. A section of the glossary is missing; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not
Available from EDRS.

Descriptors—Behavioral Objectives, *Career
Education, Career Planning, *Concept
Teaching, *Curriculum Guides, Elementary
School Curriculum, *Elementary Secondary
Education, Evaluation Methods, *Integrated
Curriculum, Learning Activities, Resource
Materials, State Curriculum Guides, *Vocational
Development

Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III

Sixteen career development concepts integrate the K-12 curriculum guide. Concepts introduced in grades K-3 are: self understanding and acceptance are important; persons' dignity and worth need recognition; occupations exist for a purpose; occupations and their classifications are widely varied; work means different things to different people; education and work are interrelated; and individuals' interests, abilities, attitudes, and values vary. Concepts introduced in grades 4-6 are: occupational supply and demand influence career planning; job specialization creates interdependency; environment and individual potential interact to influence career planning; occupations and life styles are interrelated; individuals can learn to perform adequately in varied occupations; career development requires continuous and sequential series of choices; and various social groups influence work's nature and structure. Concepts introduced in grades 7-9 are: individuals are responsible for career planning, and job characteristics and individuals must be flexible in a changing society. After it is introduced, each concept in the guide is developed or emphasized at all grade levels through grade 12. No new concepts are introduced at the high school level. The concepts are organized according to student objectives, topic-learning activities, teacher-learning resources, learning outcomes, and evaluation procedures. A glossary of career development terms used in the guide is included. (SD)

ED 109 299 95 CE 004 059

Penetrating School Strata Through Career Education (Grades 7 and 8).

Bristol Public Schools, Conn.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—V361170

Pub Date Jan 75

Grant—OEG-0-73-5301

Note—95p.; For other grade levels, see CE 004 058 and CE 004 060; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not
Available from EDRS.

Descriptors—*Career Education, *Curriculum
Guides, Grade 7, Grade 8, *Integrated Curriculum,
*Junior High Schools, Learning Activities,
*Resource Units, Secondary Education, Units
of Study (Subject Fields)

The career education curriculum guide for grades seven and eight contains activities that can be integrated with existing curriculum. For each activity, career education objectives are cited together with goals, materials, procedures, anticipated results, and evaluation. Career education activities are presented in the following areas: art, English, general, guidance, home economics, industrial arts, mathematics, music, physical education, science, social studies, and special education. Appended are materials on the field trip, the West Woods Mall agreement, the employment bureau, the bank, the radio station, student government, and the store. (Author/NH)

ED 109 300 95 CE 004 060

Penetrating School Strata Through Career Education (Grades K-6).

Bristol Public Schools, Conn.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—V361170

Pub Date Jan 75

Grant—OEG-0-73-5301

Note—146p.; For other grade levels, see CE 004 058-059; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not
Available from EDRS.

Descriptors—*Career Education, Course Content, Course Objectives, *Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Integrated Curriculum, Kindergarten, *Learning Activities, *Resource Units, Special Education, Teacher Developed Materials

The career education curriculum guide for grades K-6 contains activities that can be integrated with the existing curriculum. For each activity, career education objectives are cited together with goals, materials, procedures, results, and evaluation. Career education activities appropriate for each grade level are grouped together in the guide's seven sections: kindergarten and grades 1-6. Appendixes contain special education activities, a unit on the supermarket, an intermediate language curriculum for grades 4-6, affective career education activities, and a career awareness guide for the kindergarten level. (Author/NH)

ED 109 301 CE 004 067
Annual Earnings of Household Heads in Production Jobs, 1973. Summary: Special Labor Force Report.

Department of Labor, Washington, D.C.

Pub Date Mar 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Blue Collar Occupations, Clerical Occupations, *Labor Force, *National Surveys, Sales Occupations, Service Occupations, *Statistical Data, *Wages, Working Women

The statistics are based on a household survey, collected annually, and are related to one year's earnings experience of family heads and unrelated individuals. Data show that after-tax earnings for the 30 million persons surveyed rose in 1973 by 5.8 percent but fell 0.4 percent after adjustment for consumer price increases (real after-tax earnings). Variations depended on sex and type of family head. Real after-tax earnings for husbands heading four-person families rose 1.6 percent, but for women who headed families real after-tax earnings dropped nearly 4 percent. Tables display (1) gross median earnings, 1963, 1972 and 1973, (2) after-tax median earnings, 1963, 1972, and 1973, (3) real after-tax median earnings, 1963, 1972, and 1973, (4) gross median earnings, 1963-1973, (5) after-tax median earnings, 1963-1973, and (6) real after-tax median earnings, 1963-1973 (1967 dollars). All tables refer to household heads who are nonconservatory production workers (clerical, sales, blue-collar, and service excluding private household work) and to family type and size. (MDW)

ED 109 302 95 CE 004 068

Vandersypen, John J.

An Exemplary Program for Career Education: Interim Report.

Natchitoches Parish School Board, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361047

Pub Date Jun 74

Grant—OEG-0-73-5308

Note—242p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Administrator Education, Career Awareness, *Career Education, *Community Involvement, Economically Disadvantaged, Elementary Secondary Education, English Curriculum, Inservice Teacher Education, *Program Descriptions, *Program Evaluation, Resource Materials, Rural Education

A rural, economically depressed parish in Louisiana has attempted to establish in two elementary schools, one junior high school, and three high schools a program in career education. The project directed its focus on three particular areas: in-service training of teachers and administrators; public awareness and involvement; and teacher/student participation in the infusion of career education activities. The report concludes that the major accomplishment thus far has been the actual implementation of a career education program and its acceptance by students, teachers, parents, and other community members; this acceptance is deemed crucial to the successful establishment of such a program. The report includes 208 pages of appended materials, including: a bibliography; relevant forms, tests, questionnaires, and correspondence; career education newsletters; information on teacher/administrator workshops and conferences; resource materials and activities (36 pages); suggested scope and sequence; a sample of part of the English curriculum (41 pages); and a third-party evaluator's report (64 pages). The report of the evaluator (Educational Planning and Evaluation Services of Magnolia, Arkansas) includes statistical information on the students and personnel and on the results of both student and teacher tests; it also presents a specific summary of its findings, conclusions, and recommendations. (PR)

ED 109 303 CE 004 070

Aviation Support Equipment Technician E 3 & 2.

Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10314-B

Pub Date 74

Note—514p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-LP-051-5710)

EDRS Price MF-\$0.92 HC-\$26.02 PLUS POSTAGE

Descriptors—*Auto Mechanics, *Aviation Mechanics, Course Content, Electrical Systems, Electricians, Electronic Equipment, Electronics, Equipment Maintenance, *Instructional Materials, Job Skills, *Manuals, Military Personnel, Military Service, *Military Training, Occupational Information, Recordkeeping, Skill Development, Study Guides

The training manual is designed as a self study text for use by Navy and Naval Reserve personnel preparing to meet the professional qualifications for advancement to Petty Officer Third Class and Petty Officer Second Class in the rating of Aviation Support Equipment (ASE) Technician E (Electrical). The first chapter provides information on the enlisted rating structure, the ASE rating, and requirements and procedures for advancement and includes references that will help in advancement and in the performance of ASE duties. Chapters 2 through 16 consist of materials on: maintenance forms and records; publications; elementary physics; tools and materials; drawings, diagrams, and identification markings; ground support equipment; servicing and maintenance; test equipment; automotive electrical systems; automotive accessories; power generating equipment; power generating systems; gas turbine engines; air conditioning systems; and corrosion prevention and control. The document is illustrated throughout with numerous photographs and diagrams. Two appendices cover electrical formulas and electrical and electronic symbols and are followed by a subject index. (Author/EP)

ED 109 304 CE 004 071

Streaking Toward Career Decisions.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Pub Date 74

Note—75p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Choice, *Career Education, *Decision Making Skills, Elementary Secondary Education, *Occupational Information, *Radio, Self Actualization, *Television, Vocational Development

The K-12 career education program in the Pickens County Schools, Alabama, is designed to place particular emphasis on the importance of the development of decision-making skills as an aspect of career development. For each stage of career development (awareness, accommodation, exploration, and preparation) key vocational developmental tasks highlight the methods and techniques for individual learners becoming aware of self and the world of work and relating the growing knowledge of self and the occupational options and alternatives to the processes of career development. About half of the document consists of job descriptions for occupations in radio and television grouped according to eight academic areas (English, history, mathematics, economics, sciences, health and physical education, music, and art). A six-page annotated bibliography of career-oriented books for grades K-6 is included. (Author/SA)

ED 109 305 95 CE 004 072

Sellen, Jane

Music as an Educational Tool for the Mentally Handicapped ABE Student.

Western Iowa Tech, Sioux City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—193p.; Appendix one, Pictorial Review, will not reproduce on microfiche

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Adult Basic Education, Demonstration Projects, *Educational Programs, *Emotionally Disturbed, *Mental Retardation, *Music, Program Evaluation, Residential Programs, Tables (Data), Testing, Test Results

Identifiers—Woodbury (Iowa) County Home

The demonstration project report describes a successful adult basic education program in music as a device for expanding the learning potential of the emotionally disturbed and mentally defi-

cient residents of the Woodbury (Iowa) County Home. Background information on the project and a description of its progress, including the need for consultants, tools, and aides, are presented. Highlights of the project were performances for guests. The Wide Range Achievement Test (WRAT) and the Hospital Adjustment Scale (HAS), though somewhat unsuitable for the project, were chosen as measurement instruments to be administered to determine quantitative improvement. Results of the HAS ranking indicate the music activities did not influence scores in communications and relations with others, nor in care of self and social responsibility. Improvements were noted in work activities and recreation and overall hospital adjustment scores. The WRAT results indicated no difference in treatment groups in reading, spelling, and arithmetic. Summary statements by program personnel describe the music activities and their beneficial aspects for the Home's residents. Nearly three-quarters of the document consists of appendices providing a pictorial review and detailed progress reports submitted weekly by the two teachers from September, 1971, to June, 1973. (NH)

ED 109 306 95 CE 004 075

Boyet, Robert W., Comp. And Others

Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May31, 1974. Publication No. 1428.

Louisiana State Dept. of Education, Baton Rouge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Pub-1428

Pub Date 31 May 74

Note—168p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Education, Adult Educators, Annual Reports, Budgets, Degree Requirements, Graduate Study, Higher Education, Inservice Teacher Education, Institutes (Training Programs), Literacy Education, *Program Descriptions, *Staff Improvement, *State Programs, *Teacher Education, Teacher Workshops

Identifiers—*Louisiana

The report contains summaries and materials describing the second year of a Louisiana project to train teachers of reading for illiterate adults. Meeting a major objective, the project increased the number of State colleges and universities offering credit courses in adult education to 10, for a total of 27 courses enrolling 716 local adult education personnel. Project objectives are listed and implementing activities described: conducting a statewide survey of local education personnel to establish their training needs and experience; establishing a State Adult Education Staff Development Coordinating Council; developing a graduate degree program; involving higher education and local teachers in training institutes, workshops, and conferences; funding 11 tuition-free graduate courses in adult education and encouraging local teachers to enroll in them; continuing the Adult Education Staff Development Specialist position in the State Department of Education and initiating meetings with those in similar positions in other States; establishing a 23-member statewide teacher-training team; and coordinating workshops and institutes in Louisiana and surrounding areas. About four-fifths of the report (130 pages) consists of appended materials and documents pertaining to the year's activities, including budget figures, workshop programs and excerpts, lists of participants, and correspondence. (MDW)

ED 109 307 CE 004 076

Levi, Edward H.

Address by the Attorney General of the United States Before the 100th Graduating Class of the FBI National Academy.

Pub Date 20 Mar 75

Note—13p.; Speech given before the graduating class of The FBI National Academy (100th, Quantico, Virginia, March 20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Human Relations, *Law Enforcement, *Police Community Relationship, Role Perception, Social Problems, *Speeches

As law enforcement officers, you, more than anyone else in the society, represent the power and quality of the State, because many citizens

learn what kind of country this is by watching you. Your action and direction bridge the gap between the government and the individual and hence your role has a wide scope and your functions are not easily defined. Similarly, your actions, more so than those of any other groups in the country, build, or at times unfortunately destroy, a basic trust in our system of law and government. Stressing the wider aspect of the law enforcement profession, however, does not mean to ignore the pressing nature of your central duties to prevent crime by emphasizing the swiftness and certainty of punishment. It is important for the Department of Justice, with your assistance, to establish a tone of fairness in law enforcement, so that many Americans will no longer believe that the law is being enforced for the sake of the people who created it rather than for the sake of the social good. By your conduct and skill—and hopefully in part by virtue of what you have learned at the FBI academy—I am sure you will show the people of America that they may trust in the law and in you. (Author)

ED 109 308 95 CE 004 077

Pritchard, Mary E., Comp.

Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—62p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, *Demonstration Projects, *Educational Objectives, Elementary Education, Evaluation Methods, Intermediate Grades, *Learning Activities, Models, Program Design, Program Development, Program Planning, Resource Guides, Resource Materials, Self Concept, Teaching Procedures, *Vocational Development

Identifiers—Iowa, *World of Work

The publication's purpose is to suggest procedures and activities for implementing the accommodation phase career education objectives for the Iowa demonstration project. The document is a reference for teachers at the intermediate level and is intended for use in planning classroom activities to meet career education objectives and the needs of students and community. Described are the procedures used by teachers in developing these activities and the steps involved in the development of the career education objectives. Also briefly outlined are suggestions for teachers and career education objectives for three areas of activities: self concept, the world of work, and self and the world of work. The main body of the document (40 pages) presents sample activities organized according to career education objectives, instructional objectives, activities, resource materials, and evaluations. (BP)

ED 109 309 95 CE 004 078

Pritchard, Mary E., Comp.

Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—49p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Demonstration Projects, *Educational Objectives, Elementary Education, Evaluation Methods, *Learning Activities, Models, Primary Education, Program Design, Program Development, Program Planning, Resource Guides, Resource Materials, Teaching Procedures, Vocational Development

Identifiers—*Iowa, World of Work

The purpose of the publication is to suggest procedures and activities for implementing aware-

ness phase career education objectives written for the Iowa demonstration project. It can be used as a reference for primary level teachers in planning classroom activities to meet career education objectives and the needs of their students and community. A brief description of the steps in writing activities is provided, as well as an outline of the career education objectives of self-perception and perception of the world of work. A major part of the document (30 pages) offers sample activities for each curriculum-level career education objective organized according to career education objectives, instructional objectives, activities, resource materials, and evaluations. (BP)

ED 109 310 CE 004 079

Mayer, JoAnn, Comp. Pellegreno, Dominick, Comp.

Models for Career Education in Iowa; Self-Awareness Classroom Activities.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—54p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Demonstration Projects, *Elementary Education, Emotional Development, *Individual Development, *Learning Activities, Models, Personal Growth, Resource Materials, *Self Concept, Social Development

Identifiers—Iowa

The activities in the publication were developed for use in the exemplary project entitled Models for Career Education in Iowa. Included in the document are an overview of the project's concepts, a diagram of the model for career development being implemented in the project, and an explanation of the model and the self-awareness classroom activities. The remaining three-fourths of the document is divided into three units of self-awareness activities: primary (K-2), intermediate 1 (3-4), and intermediate 2 (5-6). Each of the units deals with the child's physical, social, and emotional awareness in relationship to his awareness of himself, his family, his school and community, and his world. The document concludes with a list of resource materials dealing with mental health and self-awareness for the elementary schools. (BP)

ED 109 311 CE 004 080

Models for Career Education in Iowa; Career Development Model and Explanation.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—35p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, *Demonstration Projects, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Models, *Program Development, Self Concept, *Vocational Development

Identifiers—Iowa, World of Work

The exemplary project report describes in detail the development of a definition of career education, the concepts of the career development model, and the four phases of the career education objectives: awareness (primary level), accommodation (intermediate level), exploration (junior high level), and exploration and preparation (high school level). The four objectives are further organized in the document within each of the career development phases: self-concept, world of work, and self and the world of work. The final section of the document is a glossary of terms used in the project. (BP)

ED 109 312 95 CE 004 081

Models for Career Education in Iowa; Implementing Career Education in the School Curriculum.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State

Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—54p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, *Curriculum Development, *Demonstration Projects, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Inservice Programs, *Integrated Curriculum, Models, *Program Development, Program Planning, Self Concept, Units of Study (Subject Fields), Vocational Development

Identifiers—*Iowa, World of Work

The exemplary project to develop models for career education was conducted in nine Iowa schools selected for their scattered locations and for representing rural, suburban, and metropolitan communities of Iowa. Awareness of self and of the world of work at the primary level was followed by exploration of occupations in junior high school and further orientation and exploration in senior high school, along with vocational preparation for some students. Procedures for integrating and implementing the career development concept in the school curriculum are described. This is accomplished by defining and conceptualizing career education in the school structure and curriculum, by formulating and integrating objectives into the current course of study, and by developing instructional activities through inservice programs with strong administrative commitment and support. Provided are examples illustrating the objectives, activities, resources, and evaluation techniques for specific subject areas at various grade levels: kindergarten, fourth, sixth, and high school. A timetable for integrating the career development concept into the school curriculum concludes the document. (BP)

ED 109 313 95 CE 004 082

Brooks, Clair E.

Models for Career Education in Iowa; Information Centers in Career Education.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—34p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Community Information Services, Community Schools, Costs, Demonstration Projects, Guidelines, *Information Centers, Information Needs, Instructional Staff, Library Material Selection, *Library Planning, *Media Selection, Resource Centers, *Resource Materials, Space Utilization

Identifiers—Career Information Centers, Iowa

The career information centers described in the publication were developed for schools participating in the Iowa exemplary project. It is the purpose of the document to suggest solutions to three basic questions: (1) How will prospective materials be identified and obtained? (2) How can available materials best be displayed in order to maximize usage? and (3) What is the nature of the involvement of counselors, administrators, teachers, and students so that the career information center functions optimally? To achieve solutions the document looks in detail at three career information centers: at Sheldon Community School, Humboldt Community School, and Shendoah Senior High School. Explained in detail are such aspects of the centers as the cost, space, functions, staffing, the major components of a career information center, and program guidelines. The final one-third of the document contains current mailing addresses of over 200 organizations from which free career information materials can be obtained, a list of postsecondary programs in Iowa area community colleges and vocational schools, and ERIC system materials that are available. (BP)

ED 109 314 95 CE 004 083

Models for Career Education in Iowa—Selected Occupations by Clusters for Use in Elementary Schools.

8 Document Resumes

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 73

Note—28p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Elementary Education, *Occupational Clusters, *Occupational Information Identifiers—Iowa

The document provides occupational information intended for use in elementary schools and possibly junior high schools. It lists occupations typically identified as being part of the 15 U.S.O.E. occupational clusters. Occupations listed are those that are most common to the cluster, and, generally, those common to Iowa communities. Four levels of occupations form the structural basis of the document: (1) self-those occupations directly affecting the student, (2) family or self—those occupations directly affecting the student's family through a service or product, (3) family or community—those occupations affecting the student indirectly, and (4) unknowns—those occupations unfamiliar to the student or dealing with more abstract types of work and products. (MW)

ED 109 315 95 CE 004 084

Models for Career Education in Iowa: Kindergarten-Grade 6: Staff Development-Career Curriculum Project.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74
Note—75p.; For related documents, see CE 004 077-085

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Development, Curriculum Guides, Demonstration Projects, Educational Objectives, *Elementary Education, *Learning Activities, Models, Primary Education, Program Planning, Self Concept

Identifiers—Iowa, World of Work

The publication of suggested curriculum development activities, developed for the Iowa exemplary career education project, outlines the various aspects of suggested staff responsibilities, lists glossary terms, and discusses K-6 career curriculum project objectives. Also included are a checklist of awareness objectives, a possible sequence of program development, and suggested career interview questions. The body of the document is divided into two sections (K-3 and 4-6) providing classroom activity guides for the awareness phase of the career curriculum project. Each section is organized according to the areas of self-concept, world of work, career information, and social aspects, clearly stating the program's general objectives and specifying the educational setting. Learning activities are coordinated to specific objectives and outlined according to the topics: one's self, the family, the school and community, and our world. (BP)

ED 109 316 95 CE 004 085

Models for Career Education in Iowa. Goals and Objectives for Implementation of Career Education in Grades 7-12.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Mason City Community School District, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 73

Note—80p.; For related documents, see CE 004 077-084

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Career Awareness, *Career Education, Educational Objectives, Effective Teaching, Evaluation Methods, Junior High Schools, *Learning Activities, *Performance Based Education, Secondary Education, Teacher Developed Materials, Teacher Workshops, *Teaching Procedures, Vocational Development

Identifiers—Iowa

The document is the outcome of a 1973 summer workshop involving 15 Mason City (Iowa) teachers and two facilitators in the writing of behavioral objectives allowing the incorporation of career education concepts within the framework of secondary curricula. S.A. basic goals were decided upon for formulating behavioral objectives for grades 7-12: (1) awareness of self and one's place in society, (2) awareness of alternatives in life, (3) development of positive attitudes toward work, (4) knowledge of and experience in work settings and occupations, (5) development of skills for careers, and (6) reformulation of a tentative career choice. For each of the goals, sections are provided stating the performance objectives and are further broken down into behavioral objectives, methods and materials, evaluations, a list of methods and materials, and a list of evaluation procedures to be used. Following each goal, suggested teaching procedures, sample evaluations, and methods and materials are provided. The document concludes with a list of a Mason City senior high school's library resource materials on career education. (BP)

ED 109 317 CE 004 087

The New Federal Wage-Hour, Equal Pay, and Equal Employment Opportunity Laws. Including 1974 Revisions.

Institute For Management, Old Saybrook, Conn.
Pub Date Mar 75

Note—273p.

Available from—The Institute For Management, IFM Building, 130 Elm Street, Old Saybrook, Connecticut 06475 (\$29.95, includes the cost of periodic updates)

Document Not Available from EDRS

Descriptors—Administrative Personnel, *Administrator Guides, Business Responsibility, Civil Rights Legislation, Employment Practices, *Equal Opportunities (Jobs), Equal Protection, *Federal Legislation, *Labor Legislation, *Minimum Wage, Minimum Wage Legislation, Overtime, Recordkeeping, Sex Discrimination, Wages

Identifiers—Civil Rights Act 1964 Title VII, Equal Employment Opportunity Act 1972, *Fair Labor Standards Act, Fair Labor Standards Acts Amendments 1974

The book is designed to explain the entire Fair Labor Standards Act. The 1974 amendments are detailed regarding new and previously covered employees, agricultural labor, government employees, domestics, conglomerates, small stores, other revisions, overtime exemptions, and age discrimination. The document elaborates on specifications for overtime for various categories of employees including executive, administrative, and professional exemptions and salesmen. The employment and wages of children and students are discussed at length. Recordkeeping requirements are divided into two sections dealing with general and miscellaneous rules. A section devoted to equal employment opportunities deals thoroughly with court rulings on the position of man and woman before the law, job advertisement, implementing corrective measures, and drafting an Equal Employment Opportunity Contract (EEOC) policy statement: it presents Title Seven of the Civil Rights Act, a sample of the Employer Information Report EEO-1, and information report instructions. The concluding section is concerned with equal pay and the beneficial effects of the law. (JB)

ED 109 318 CE 004 088

Upward Mobility Through Job Restructuring. Personnel Management Series No. 26.

Civil Service Commission, Washington, D.C.

Pub Date May 74

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock No 0600-00766, \$0.45)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Ladders, Credentials, Employer Attitudes, Females, Job Analysis, *Job Development, Job Training, *Management Development, Minority Groups, *Occupational Mobility, *Organizational Development, Promotion (Occupational), Task Analysis

Identifiers—*Job Restructuring

The May, 1974, bulletin issued by the Civil Service Commission deals with job restructuring, the process of realigning job duties to develop technician-type or "bridge" jobs in Federal agen-

cies, as a means to provide upward mobility for employees. Besides being highly beneficial to employees in dead end jobs at low grade levels, job restructuring planning can tie in with broader organizational concerns and become a continuous process built into the personnel system. Job restructuring consists of six elements: (1) task statements of work, (2) job descriptions of bridge positions, (3) qualification requirements, (4) selection methods, (5) training plan, and (6) training agreement with the Civil Service Commission. Some obstacles to job restructuring for upward mobility are related to a lack of full management commitment, management practices incompatible with upward mobility goals, attitudes toward minorities and women, misconceptions of job restructuring and upward mobility, and credentialism and professionalism unrelated to job duties. (Author/EA)

ED 109 319 95 CE 004 089

Hawaii Career Development Continuum: Curriculum Guide for Grades K Through 3.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-74-8225

Pub Date Jun 74

Note—323p.; For the rest of the series, see CE 004 090-092

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, Citizenship Responsibility, Curriculum Guides, Economic Education, Educational Objectives, Elementary Education, Kindergarten, *Learning Activities, Learning Experience, *Models, Primary Education, Resource Materials, Self Actualization, Social Development, State Curriculum Guides, *Systems Approach, *Vocational Development

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and includes appropriate material presented separately for grades K-3. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

ED 109 320 95 CE 004 090

Hawaii Career Development Continuum: Curriculum Guide For Grades 4 through 6.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-74-8226

Pub Date Jun 74

Note—263p.; For the rest of the series, see CE 004 089-092

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, Citizenship Responsibility, Curriculum Guides, Economic Education, Educational Objectives, Elementary Education, Grade 4, Grade 5, Grade 6, *Learning Activities, Learning Experience, *Models, Resource Materials, Self Actualization, Social Development, State Curriculum Guides, *Systems Approach, *Vocational Development

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and includes appropriate material presented separately for grades 4-6. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

ED 109 321 95 **CE 004 091**
Hawaii Career Development Continuum: Curriculum Guide For Grades 7 Through 9.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-74-8227

Pub Date Jun 74

Note—258p.; For the rest of the series, see CE 004 089-092

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, Citizenship Responsibility, Curriculum Guides, Economic Education, Educational Objectives, Junior High Schools, Learning Activities, Learning Experience, *Models, Resource Materials, Secondary Education, Self Actualization, Social Development, State Curriculum Guides, *Systems Approach, *Vocational Development

The guide is one of a series for a Statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and contains material to be used with grades 7-9, not separated by grade level. For each of four topics (self realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

ED 109 322 95 **CE 004 092**
Hawaii Career Development Continuum: Curriculum Guide For Grades 10 Through 12.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-74-8228

Pub Date Jan 74

Note—234p.; For the rest of the series, see CE 004 089-091

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, Citizenship Responsibility, Curriculum Guides, Economic Education, Educational Objectives, *Learning Activities, Learning Experience, *Models, Resource Materials, Secondary Education, Self Actualization, Social Development, State Curriculum Guides, *Systems Approach, *Vocational Development

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and contains material to be used with grades 10-12, not separated by grade level. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

ED 109 323

CE 004 095

Technology and Media for Lifelong Learning: What Can ERIC Contribute?

Pub Date 10 Apr 75

Note—12p.; Presented at the Illinois Adult Education Association Conference (Springfield, Illinois, April 10, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Adult Learning, *Continuous Learning, *Individualized Instruction, *Instructional Technology, Interaction, Learning Experience, Learning Processes, Man Machine Systems, *Media Technology, *Non-formal Education, Technology
Identifiers—Educational Resources Information Center, ERIC

Thinking of technology and media in relation to a concept of lifelong learning requires a shift in perceptions of learning systems in the direction of increased innovation. Two limitations in current definitions of technology and media which must be overcome in future definitions are: (1) seeing them as contemporary phenomena which sprang from nowhere, and (2) seeing them merely as mechanical devices without regard to the process of interaction which their use imposes on the learner. The application of technology and media to lifelong learning requires a rationale on the part of both teachers and learners to enable them to understand the effects created by media and technology over their lives. The United Kingdom's Open University has developed a rationale based on human concerns which coordinates the efforts of teachers and BBC production personnel in reaching a large audience of working adults, but the learner needs to develop a rationale for using technology in self-determined learning projects. ERIC relates directly to the relationship between media and lifelong learning because it provides the kind of interaction between the learner and the computer which encourages systematic and logical thinking, and which permits the learner to become increasingly independent and sophisticated in the pursuit of lifelong learning. (JR)

ED 109 324

CE 004 097

EPDA Middle School Career Education Institutes: Final Evaluation Report.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education.

Pub Date 1 Apr 75

Note—141p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Career Education, Educational Resources, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Aids, *Instructional Materials, Intermediate Grades, Junior High Schools, Middle Schools, Reports, *Resource Materials
Identifiers—New York

The final report describes the middle school phase of a three phase program for training teachers at career education institutes at 11 cooperating college sites in New York State. Successive sections of the 25-page report describe the organization of the institutes: pre-institute period (program preparation); institute period (program implementation); and post-institute period (Program outcomes and follow-up). In all, six training conferences and one follow-up conference were held during the pre- and post-institute periods; logistical/advisory support and third party evaluative visitations were provided during the institute phase. Appendix A (four pages) provides sample participant comments to institute evaluation questionnaires. Appendix B (107 pages) consists of a wide variety of locally produced career education materials and goal statements disseminated to institute participants. (JR)

ED 109 325

CE 004 098

Kugel, S. A.

Orientations of Research Staff to Change of Occupation: A Sociological Case Study.

Army Foreign Science and Technology Center, Charlottesville, Va.

Pub Date 70

Note—11p.; The document has been translated from the original Russian

Journal Cit—Prob. Deyat. Uchen. i Nauch. Kollektivov, No. 3 p 160-165 1970 (Na Simpos. 8/70)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Career Change, Career Opportunities, *Case Studies, Foreign Countries, *Job Satisfaction, *Labor Turnover, *Occupational Mobility, Organizational Climate, Promotion (Occupational), Scientific Manpower, Scientific Personnel, *Scientists, Self Actualization, Vocational Adjustment, Work Environment
Identifiers—*Union of Soviet Socialist Republics, USSR

The paper examines occupational mobility or fluidity among scientists in the Soviet Union. The problem of fluidity is inseparably linked with the problem of adaptation to the work organization. The occupational stability of workers is affected by the type and conditions of their work, which are determined by a complex of objective and subjective factors and their interaction. Objective factors include: type of scientific institution and rank in the profession, length of service, and age. A combined analysis of these factors reveals that the highest stability index is in the 40-45 age group and the lowest in the 25-30 age group. Subjective factors influencing worker stability include wishing to realize career plans by transferring to another institution, questions of promotion and pay, and working conditions. Men's and women's motives for transfer are identical, although their coincidence of motives varies. Correlation analysis shows that stability depends most on age, nature of work with respect to ability, and the prospect of promotion. In sum, efforts should be made to eliminate excessive occupational mobility among scientists in the interest of increasing scientific efficiency. (JR)

ED 109 326

CE 004 100

Hellervik, Lowell W. And Others

A Model Assessment and Classification System for Men and Women in Correctional Institutions.

Personnel Decisions, Inc., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-28-83-09-1

Pub Date 74

Note—147p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Aptitude Tests, Career Planning, Correctional Education, *Correctional Rehabilitation, Counseling Centers, *Criminals, *Individual Counseling, Job Training, Manpower

Development, Models, *Occupational Guidance, Psychological Tests, *Rehabilitation Centers, Rehabilitation Counseling, Surveys, Vocational Counseling, Vocational Development, Vocational Rehabilitation

The report describes a manpower assessment and classification system for criminal offenders directed towards making practical training and job classification decisions. The model is not concerned with custody classifications except as they affect occupational/training possibilities. The model combines traditional procedures of vocational psychology, such as job aptitude testing and individual vocational counseling, with more recent technologies, such as life planning exercises, behavioral simulations of job situations, and the "assessment center" concept. The assessment center, the central feature of the classification model, is designed to be conducted at that time just prior to most inmates being assigned to training programs, and is thus labeled a "Mid-Sentence Career Development Center." Offenders would be placed in a variety of behavioral simulations to reveal a profile of strengths and weaknesses to a staff composed of professionals and prison officials. Prior to release, inmates would be scheduled for a "Pre-Release Career Development Center," designed to provide inmates with critical job seeking skills and to continue the life work planning program begun earlier. An evaluation design is included. A site visit protocol form, descriptive data from an inmate survey, information on the assessment center, life planning activities, and a discussion of work samples are appended. (Author/JB)

ED 109 327 CE 004 101

Project RFD: Report of External Evaluation Team.

Colorado State Univ., Ft. Collins. Human Factors Research Lab.

Spons Agency—Wisconsin Univ., Madison.

Pub Date Jul 72

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Audiovisual Instruction, Cost Effectiveness, Demonstration Projects, Educational Television, Home Study, Home Visits, Instructional Materials, Instructional Media, Multimedia Instruction, *Pilot Projects, Post Secondary Education, Program Administration, Program Costs, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement, *Rural Education

Identifiers—Project RFD

The report presents an evaluation of the internal operation and potential application of Project RFD, a multi-media demonstration project in Adult Basic Education for rural adults. The first section of the report contains a description of the project, and a summary and rating of the attainment of each of the 10 project goals. Subsequent sections evaluate the conceptualization, development, and operation of the project components: the television component, the home study materials component, the home visit component, and other components such as radio, almanac, and action line. The final section is a cost analysis of the project. Eleven recommendations, mostly of a general nature, are included. (JR)

ED 109 328 CE 004 102

Terlin, Rose

A Working Woman's Guide to Her Job Rights.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Jun 74

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2916-00018, \$0.60)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Civil Rights, Civil Rights Legislation, Employment, Employment Practices, *Equal Opportunities (Jobs), Equal Protection, *Federal Legislation, Fringe Benefits, *Labor Legislation, Retirement, *Sex Discrimination, *Working Women

Identifiers—Job Search

Because of the growing number of women in the work force and the many recent changes in legislation affecting women's rights related to jobs and jobseeking, a need was felt for a publication

which presents general information about Federal legislation which affects women when they are seeking a job, while they are on the job, and when they retire. Much of the information in the leaflet is also applicable to other minorities and to workers in general. It presents a brief description of the relevant laws and executive orders in three areas: (1) job seeking as it relates to employment services, apprenticeships, protection against sex and age discrimination; (2) on-the-job provisions relating to pay and promotion opportunities, garnishment, maternity leave, tax deductions for child care and household help, occupational health and safety protection, compensation for injuries, unemployment insurance and unions; and (3) the retirement issues relating to social security benefits and private pension plans. To assist the user in lodging complaints or finding further information, it includes a nine-page list of addresses of national offices of Federal agencies, State offices of the Wage and Hour Division of the Department of Labor, and State labor offices and human rights commissions. (PR)

ED 109 329 CE 004 105

Nichols, Harold E.

Matrix Analysis: A Pragmatic Approach to Curriculum Design.

Pub Date Apr 75

Note—21p.; Paper presented at the American Educational Research Association Convention (Washington, D.C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Career Education, *Curriculum Design, Educational Planning, Graphs, Matrices, Program Development, *Secondary Education, Student Experience, *Systems Approach, Systems Development, *Work Experience Programs

The paper describes the design of an Experience Based Career Education program (EBCE) in West Virginia, a program designed to provide high school juniors and seniors with systematic and coordinated experiential learning. The basic design strategy consists of a matrix that establishes workable relationships among elements of the system design, allowing flexibility in the entries on each axis of the matrix. Five design phases (conceptualization, design, development, production, and implementation) relate graphically to 12 design steps (feasibility study, content requirements, identification of resources, outlining activities, relating activities, outlining learning units, locating learning stations, locating resource centers, outlining learning plans, procuring resources, writing learning plans, and developing a record system). Throughout the design process, it is possible to revise content of the axes to meet operational requirements of the program. The paper includes a bibliography, charts, and diagrams. (MDW)

ED 109 330 CE 004 106

Murton, Thomas O. Baunach, Phyllis Jo

Shared Decision-Making As a Treatment Technique in Prison Management.

Murton Foundation for Criminal Justice, Inc., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-21-27-74-29-4

Pub Date 15 Mar 75

Note—269p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—*Adult Programs, *Correctional Rehabilitation, *Corrective Institutions, *Management, Management Development, *National Surveys, Participant Involvement, Self Actualization, Self Help Programs, Tables (Data)

Identifiers—*Shared Decision Making, United States

The Federally-sponsored research and development project centered on the current state of participatory management programs in correctional institutions. Questionnaires were mailed to all adult institutions known to have some form of council or committee structure. On-site visits conducted at several institutions included: large and small; male, female, and coed; those having councils and those having committees; and those representing various geographical regions of the United States. Interviews were held with administrators, staff, and inmates where possible. Council

members were interviewed and, when allowed, council meetings were observed. There is confusion and misconception about participatory management and no differentiation in the literature based upon typological categories. The prevailing assumption in penological circles that "inmate government" is a corrupting, dysfunctional modality for prison management is based almost entirely upon examples which are not participatory management as discussed in this project. Inmate councils have come into existence mainly in response to a crisis rather than as a treatment program of self-responsibility. Although there is some evidence to indicate measurable, positive effects of shared decision-making, there is no evidence of research or evaluation to assess the effects of participatory management on either the institutions or the participants. Tables and questionnaires are appended. (Author/EA)

ED 109 331 95 CE 004 107

Handbook for North Dakota Vocational Office Education Teacher-Coordination. North Dakota Occupational Models. A Career Cluster Concept.

North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; North Dakota State Board for Vocational Education, Bismarck.

Pub Date 73

Note—96p.; For a description of the development of the teaching units, see CE 004 108

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Classroom Arrangement, Cooperative Education, *Course Organization, Employment Qualifications, Individualized Instruction, Job Application, Job Skills, *Job Training, Learning Activities, Material Development, Occupational Information, Office Occupations, *Office Occupations Education, Office Practice, Secondary Education, *Simulation, *Teaching Guides, Teaching Methods, Teaching Procedures, Work Experience

Identifiers—North Dakota, School Business Relationship

North Dakota Occupational Models have been developed from the practices of actual offices and businesses in the State, duplicating real jobs and work materials and complete with pressure and decision-making activities, to provide realistic work experiences for secondary students who have completed the basic skills courses in office education. A variety of suggestions for orientation, career exploration, and implementation of the occupational model plan are presented in the teacher's handbook. Using instruction packets (kits comprising materials collected from actual businesses) the teacher, in the role of office supervisor, conducts simulations which can substitute for or enrich the cooperative office experience. Thus, teachers wishing to implement a program of occupational models must develop packets relevant to businesses in their own areas. Using the occupational model, office education classes may be organized under the individualized instruction plan, the rotation plan, the battery plan, the supplementary plan (with cooperative work experience), and the full-scale simulated office plan. Tips for various types of organization are offered, and directions are provided for setting up a full-scale simulation. Report of the models' development and brief descriptions of the 24 models are available as CE 004 108. (AJ)

ED 109 332 95 CE 004 108

Rowe, John L.

The Development of Teaching Units for Office Education Simulated Programs for Use in the State of North Dakota. Final Report.

North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; North Dakota State Board for Vocational Education, Bismarck.

Pub Date 15 Jun 73

Note—61p.; For the teacher's handbook, see CE 004 107

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Cooperative Education, *Curriculum Development, Demonstration Projects, Employment Qualifications, Job Skills, *Job Training, Material Development, Models, Oc-

cupational Guidance, Office Occupations, *Office Occupations Education, Office Practice, Program Development, Secondary Education, *Simulation

Identifiers—North Dakota, School Business Relationship

The document describes the development of a library of 24 North Dakota Occupational Models, each patterned after a specific job in a specific office. A teacher's manual giving tips on implementing the program was also developed. The models were designed to provide high school students with a realistic introduction to a variety of office work and were based on the work experiences of 86 employees in 69 North Dakota offices. The models were field-tested statewide on 325 students (of whom 282 responded to an evaluative questionnaire at the conclusion of the project). The project found that the models can be used in vocational office education programs of any size, can supplement previous education and occupational guidance, can supplement or substitute for cooperative work experience, are useful for the student of less-than-average ability, and can be used regardless of available facilities and equipment. Appendixes detail the mechanics of data gathering, the writing and development of the models, and the field testing and evaluation of the project. There is a brief description of each model, including its degree of difficulty for the student and recommended equipment for its use. Relevant correspondence, questionnaires, and evaluation forms are included. (PR)

ED 109 333 CE 004 109
Contributions to a Comprehensive Health Manpower Strategy.

American Medical Association, Chicago, Ill.

Pub Date Jan 73

Note—142p.

Available from—American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60610 (\$4.00)

Document Not Available from EDRS

Descriptors—Economic Factors, Environmental Influences, Foreign Nationals, *Geographic Distribution, Geographic Location, Health Personnel, *Health Services, Measurement Techniques, Personnel Needs, *Physicians, *Relocation, Tables (Data), *Trend Analysis

The document provides four papers dealing with the availability and distribution of physicians' services in the United States. The first paper, Approaches to Measuring the Availability of Medicare Services, distinguishes between conceptual and methodological approaches to examining the availability of medical services and attempts to illustrate how such approaches might be combined in analyses of physician supply and distribution. The second paper, Toward an Explanation of the Geographical Location of Physicians in the United States, attempts to identify the determinants of physician location and distribution, group them in appropriate categories of influence, and formulate hypotheses with which to test the explanatory power of the factors. The third document, a working paper entitled Distribution of Physicians by Specialty and Practice Patterns, examines the impact on policy of analyzing the physician population at different levels of specialty and professional activity aggregation. The final paper, Graduates of Foreign Medical Schools: Their Role in the U. S. Health Delivery System, examines immigration patterns and reviews current literature related to the "brain drain" issue and the impact of foreign physicians on U. S. medical care. Each paper incorporates relevant statistical data. (MW)

ED 109 334 CE 004 112
Evaluation in Home Economics.

Indiana Home Economics Association.

Pub Date 74

Note—151p.; Revised 1974 Edition
Available from—University Book Store, 360 State Street, West Lafayette, Indiana 47906 (No price given)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Evaluation, *Evaluation Methods, *Home Economics Education, *Measurement Techniques, Program Evaluation, Secondary Education, *Student Evaluation, Test Construction, Testing, Test Interpretation, *Tests
The booklet on home economics student and program evaluation presents a variety of measuring instruments for teachers in learning about stu-

dents and assessing their academic growth. Brief opening sections discuss the philosophy and objectives of evaluation, plans for evaluation programs, test construction, and construction of checklists or score cards, rating scales, and questionnaires. The majority of the booklet contains sample evaluation instruments with suggestions for their use in the following areas of home economics: child development, clothing and textiles, consumer education, foods and nutrition, family relationships, housing and home decorating, health of the family and home care of the sick, interpersonal relations, and occupational home economics. Suggestions for evaluating the total program cover the topics of general evaluation devices, Future Homemakers of America, home experiences, evaluating teaching and the program, and adult groups. A list of references includes books, pamphlets, and commercial evaluative instruments. (Author/JR)

ED 109 335 CE 004 113

Dowling, E. D. Lash, P. L.

Statistical Table Analysis (200) Successful GED Students.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Adult Education; Office of Education (DHEW), Washington, D.C.

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Education, Adult Students, Age, Arithmetic, Comparative Statistics, *Correlation, Educational Certificates, *Equivalency Tests, Language Ability, Participant Characteristics, Reading Ability, *Student Characteristics, *Success Factors, Tables (Data), Welfare Recipients

The purpose of the study was to determine what factors affect success in passing the General Education Development (GED) exam. Using data gathered between 1960 and 1972 from 200 successful GED students at the Matteson Area Adult Education Center, Ill., the authors developed frequency distribution charts to characterize the students and scattergrams to reveal correlations among: age, hours spent in GED classes, GED scores, arithmetic computation, Stanford Arithmetic Reasoning scores, and language usage. The population was primarily midwestern, rural, and white and was classified as public aid recipient or non-public aid trainee. Findings indicated that age is not relevant to GED success, and there were high correlations between language usage and reading, reading and arithmetic reasoning, and reading and arithmetic computation. (MDW)

ED 109 336 95 CE 004 115

A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V. Phase II—Final Report.

School Management Inst., Inc., Worthington, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-72-1438

Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adult Basic Education, Educational Change, *Educational Development, *Program Evaluation, *Staff Improvement, Workshops

The document is concerned with the accomplishments of the Region Five Adult Basic Education Staff Development Project. An introduction and background information are followed by a review of the 10 objectives achieved in phase two. Succeeding brief sections provide a review of the management and decision-making process; a list of Region Five Staff Development Committee members; an outline of unanticipated blockages; linkages with the regional program officer; other linkages; and a summary of regional adult basic education leadership workshops. Also discussed are significant changes and long-range developments accomplished and planned in Region Five (Indiana, Michigan, Ohio, Minnesota, Wisconsin, and Illinois). A report from an independent evaluator (ARIES Corporation) comprises the final 30 pages of the document. The evaluators' comments are organized around the 10 objectives of the project. Three generally

favorable conclusions on the progress of the project thus far are offered, together with four recommendations. The survey form used by the evaluator and tabulated survey results are appended. (NH)

ED 109 337 95 CE 004 116

Zinn, Lorraine M.

Adult Basic Education Teacher Competency Inventory: Virgin Islands.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education; Virgin Islands Government Dept. of Education, Charlotte Amalie.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Grant—OEG-73-5213

Note—118p.; For a discussion of the Inventory, see ED 099 469

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education, *Adult Educators, Knowledge Level, Performance Criteria, *Surveys, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Teacher Response, *Teaching Skills
Identifiers—Adult Basic Education Teacher Competency Inventory, Virgin Islands

Nineteen adult basic education teachers and fifty high school diploma teachers, representing 77 percent of the adult education teachers in the Virgin Islands, responded to a survey using a revised form of the Adult Basic Education Teacher Competency Inventory to determine teacher training priorities. Teachers were asked to indicate the degree of competence, on a scale of zero through seven, which they felt an ABE teacher should have, compared to what they did have, on a list of 170 competencies in the inventory. Results of the survey, related to the competency ratings and to local problems, are tabulated and discussed. Recommendations directed to planners of staff development activities in the Virgin Islands are made in the four general categories of pre-service training, teacher preparation; in-service training; teacher certification in adult basic education; and ongoing and periodic assessment of training needs. Appendixes contain the revised Adult Basic Education Teacher Competency Inventory; a rank order listing of responses of teachers in the high school diploma program; and a rank order listing of ABE teachers' perceptions of their own competence. (Author/NH)

ED 109 338 CE 004 117

Gades, Robert, Ed.

NUSTEP: Business Education Learning Tasks.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 74

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Bookkeeping, *Business Education, *Business Education Teachers, *Educational Resources, Education Majors, Higher Education, Instructional Aids, *Learning Activities, Methods Courses, *Performance Based Teacher Education, Teacher Education, Teaching Methods, Teaching Procedures

The guide presents 15 learning tasks for students preparing to teach business education. Each task contains problem areas, performance objectives, prerequisites, and learning activities. The learning tasks are: orientation to basic business; systematic planning of instructional units; writing objectives for teaching bookkeeping or a basic business course; organizing long term instructional units in a basic business course; teaching a lesson in bookkeeping; selecting and developing materials in bookkeeping or a basic business course; specific instructional approaches in bookkeeping; methods of presentation in bookkeeping and basic business classes; evaluation processes unique to bookkeeping; educational accountability for teachers; contracting as a process for managing individualized instruction; classroom control and behavior modification; verbal learning for teachers of business education; and skill learning. The largest single unit is that on methods of presentation which covers 30 pages. (JR)

ED 109 339 CE 004 118

Krueck, Thomas G.

A Comparison of Three Methods of Conducting a Follow-up Study.

Pub Date Apr 75

Note—34p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D. C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comparative Analysis, Cost Effectiveness, Data Analysis, *Data Collection, *Educational Research, *Followup Studies, *Graduate Surveys, Interviews, Questionnaires

Identifiers—*Telephone Surveys

With the increased use of the follow-up study on graduates, it has become necessary to research and compare the results of alternative methods of data collection on a diverse student population. The purpose of this study is to determine the most effective data collection method by examining the rate and nature of responses and the cost of three methods—personal interview, mailed questionnaire, and telephone survey. The study disagrees with previous research indicating that the mailed questionnaire is the most appropriate method. A comparative analysis of the three methods of conducting a follow-up study of former high school students at the Skyline Career Development Center (CDC) was designed to compile and design survey instruments, to incorporate and document the appropriate methodologies, and to obtain meaningful information on graduates and dropouts to provide a basis for program alteration. From the evaluation of cost, data analysis, findings, and interpretation, it was found that telephone surveys combined with mailed questionnaires elicited a higher and more critical response rate at less cost for both small and large districts. For best results, recommended basic procedures are: accurate identification of the student population, careful use of clerical personnel, and goal-oriented instrumentation. (JB)

ED 109 340 CE 004 119

Rogers, Everett N. Cook, Jerry L.

TAT Welding Technology Training Program.

Oak Ridge Associated Universities, Tenn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-20-47-73-18; RPR-1-75-2

Pub Date Jan 75

Note—34p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Vocational Education, Behavior Standards, Course Content, *Educational Programs, High School Equivalency Programs, Industrial Arts, Inplant Programs, *Program Descriptions, Skill Development, Teaching Methods, *Trade and Industrial Education, *Vocational Retraining, Welders, *Welding

Identifiers—TAT, Training and Technology Programs, Union Carbide

The Training and Technology (TAT) Welding Technology Training Program is an intensive industrial training program conducted by Oak Ridge Associated Universities and Union Carbide Corporation designed to upgrade the skills of unemployed and underemployed individuals so they can command good jobs in industry. The document provides an introduction and an overview of the TAT welder training program. Described in detail are the curriculum, teaching methods, and philosophy of the training program. The program training takes 1,040 hours, or 6 months and 40 hours a week. It covers three major areas: welding lab, General Educational Development (GED)—High School Equivalency—and industrial behavior within an industrial setting. Trainees are introduced to gas welding and, on completion of the course, graduates are certifiable in plate and pipe electric arc welding. The document concludes with a two-page bibliography and appended material. (Author/BP)

ED 109 341 CE 004 120

Brecher, Charles

Career Progression Systems for a Multi-Plant Manufacturing Corporation; Final Report.

Information Science, Inc., Manhasset, N.Y. Humanistic Designs Div.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-34-70-04-4

Pub Date Aug 74

Note—44p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Ladders, Collective Bargaining, Employment Opportunities, Employment Patterns, *Industrial Personnel, Industrial Relations, Industrial Training, Industry, Job Analysis, Labor Unions, Manpower Development, Manpower Utilization, Occupational Guidance, Occupational Mobility, *Promotion (Occupational), *Skill Analysis

Identifiers—*Career Progression Systems, CPS, Michigan (Detroit), Ohio (Toledo)

The report explores the obstacles to increased occupational mobility for workers at a multipoint manufacturing firm. Analysis of the job histories of workers at two plants found advancement opportunities to be limited and inequitable because narrow departmental units were used as the basis for defining eligibility for promotions. Through the use of task analysis a Career Progression System was designed to redefine the eligibility pools for promotional decisions in accord with common skill requirements. Efforts to implement the CPS were only partially successful due to collective bargaining agreement constraints coupled with the economic downturn. General conclusions were: (1) Collective bargaining agreements are a major instrument for structuring the internal labor markets of large unionized firms and interventions must be designed to confront this reality. (2) Employees in large industrial firms often lack adequate information about promotional opportunities outside their particular department. (3) Implementation of Career Progression systems can be hampered by the employer's desire to utilize only those programmatic elements which affect productivity. (4) Government sponsored intervention should have well-defined objectives based on improved productivity and should avoid partial implementations which do not further these goals. (Author/BP)

ED 109 342 CE 004 123

Molnar, Daniel Pesut, Robert

Cost Effectiveness Analysis of Selected Vocational Programs with Cooperative Components Versus In-School Vocational Programs.

Pub Date 75

Note—45p.; For presentation at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); Table 5 is of marginal reproducibility; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comparative Analysis, *Cooperative Programs, *Cost Effectiveness, Data Collection, Educational Finance, Educational Programs, Evaluation Methods, Expenditure Per Student, Feasibility Studies, Multiple Regression Analysis, Operating Expenses, *Operations Research, Program Costs, Program Effectiveness, School Surveys, Secondary Education, Tables (Data), *Vocational Education, Work Experience

Identifiers—Employer Surveys

The study attempted to determine the feasibility of performing a cost-effectiveness analysis comparing the cooperative method to methods which do not use work experience in vocational training. Twelve school districts in Minnesota, North Carolina, and Ohio provided data for the study, involving the design of data collection instruments for cost and effectiveness information, descriptive information about programs and students, and an attitudinal survey instrument for employers of graduates. The conclusions are: it is possible to collect and analyze cost and effectiveness information on vocational education programs; there are no clear-cut cost advantages or disadvantages between the two methods; a large-scale study is needed to assist in policy formulation for vocational education. The survey employers indicated they favor graduates of cooperative programs. (A six-item bibliography is appended.) (Author/BP)

ED 109 343 CE 004 124

Gunner's Mate G 3 and 2; Rate Training Manual.

Revised.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10185-B

Pub Date 74

Note—530p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-050-9260; No price given)

EDRS Price MF-\$0.92 HC-\$27.29 PLUS POSTAGE

Descriptors—Course Content, Electromechanical Technology, Employment Qualifications, Equipment Maintenance, Equipment Utilization, *Instructional Materials, Job Skills, *Manuals, Military Personnel, *Military Science, Military Service, *Military Training, Occupational Information, Promotion (Occupational), Seamen, Skill Development

Identifiers—*Gunners Mate, Navy, Weaponry

The rate training manual has been prepared for men of the regular Navy and of the Naval Reserve for the purpose of advancement to increase knowledge in the various aspects of the Gunner's Mate rating (G 3 and 2). Chapters 1 through 14 deal with the following topics: the requirements of the Gunner's Mate G Rating, explosives and pyrotechnics, ammunition and magazines, small arms and machineguns, landing party equipment and demolition materials, basic mechanisms, electrical and electronic circuit analysis, electrohydraulic power drive fundamentals, gun mounts, breech mechanisms, rocket launchers and projectors, fire control problems, fire control instruments and techniques, and maintenance. Numerous illustrations and diagrams are interspersed throughout the document. A subject index is appended. (BP)

ED 109 344 CE 004 125

Aviation: Boatswain's Mate E 1 and C; Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10305-C

Pub Date 74

Note—223p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-051-5260; No price given)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Course Content, Employment Qualifications, Equipment Evaluation, Equipment Maintenance, *Instructional Materials, Job Skills, *Manuals, Mechanical Equipment, Military Personnel, Military Service, *Military Training, Occupational Information, Performance Specifications, Promotion (Occupational), *Seamen, Skill Development, Supervisory Activities

Identifiers—*Boatswains Mate E, Navy

The rate training manual has been prepared for enlisted personnel of the Navy and Naval Reserve who are studying for advancement in the Aviation Boatswain's Mate E rating. It is primarily based on the professional requirements or qualifications for ABE 1 and ABE C, as contained in the Manual of Qualifications for Advancement NavPers 18068 (series). Chapter 1 discusses the various requirements for advancement in the Boatswain's Mate E rating. Chapters 2 through 8 consist of information on: leading petty officers, shop supervision and administration, steam catapults, catapult deck gear and accessories, shipboard arresting and barricade gear, visual landing aids, and special tests and test procedures. Numerous illustrations and diagrams are interspersed throughout the document. A subject index is appended. (BP)

ED 109 345 CE 004 127

Withers, Glenn Alexander

The Political Economy of Military Manpower Procurement in Peacetime.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA 91-25-74-7

Pub Date Dec 74

Note—260p.; Ph.D. Thesis, Harvard University. Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Career Choice, Cost Effectiveness, Costs, *Economic Factors, Economic Research, Efficiency, Labor Supply, *Manpower Needs, Military Personnel, *Military Service, Models, National Defense, *Recruit-

ment, Social Factors, Statistical Data, Tables (Data), *Volunteers
Identifiers—All Volunteer Armed Forces

The study examines military manpower procurement for peacetime. It considers the broad alternative systems of conscription and voluntarism and develops models of demand and supply for military labor to show how these are affected by the choice of procurement system. Empirical applications are made using evidence from Australia, Canada, Great Britain, and the United States. Evaluation of the alternative systems in the peacetime context is made in terms of allocative efficiency, distributional effects, adjustment flexibility, and issues of social control. Although the budget cost of a volunteer force is usually greater than that of a drafted one, it was found that a peacetime draft of a professional standing military would impose real economic costs not present in the volunteer system. The volunteer force would better serve the distributional criterion of equity and could be supplemented by a draft for reserves, possibly lottery, and a stand-by draft for major expansion. In general, findings favored an all-volunteer recruitment for active duty in peacetime. Appendixes tabulate and identify data. (Author/MDW)

ED 109 346 CE 004 128

Meyer, Robert P. And Others

Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Design Plus, St. Louis, Mo.

Report No.—AFHRL-TR-74-33(3)

Pub Date Dec 74

Note—218p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Aircraft Pilots, Classification, *Flight Training, Instructional Systems, Program Improvement, *Psychomotor Skills, Skill Analysis, *Task Analysis, Task Performance, *Taxonomy

The objective of the study was to analyze and specify the fundamental flying abilities which comprise the training objectives of Undergraduate Pilot Training (UPT). Results of the study will be used as a basis for structuring research on and recommendations for improvements in Air Force flying training programs. The flight training maneuvers of UPT were analyzed according to a breakdown of task elements into the cues, mental actions, and motor actions required to accomplish them. Flying tasks analyzed were found to fall into three categories: fundamental transitions, composite transitions, and continuous transitions. A set of classification rules were developed to locate any flying training task element in a specific "pigeon hole" within a taxonomic cubic structure with cues, motor actions, and mental actions serving respectively as the vertical, horizontal, and depth axes of the cube. (Author/NH)

ED 109 347 95 CE 004 129

Fleisher, Belton M. Parsons, Donald O.

A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-39-74-02

Pub Date Jan 75

Note—90p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Correlation, *Cross Sectional Studies, Economic Factors, Employment Patterns, Employment Statistics, Labor Economics, *Labor Force, Labor Market, *Labor Supply, National Surveys, Statistical Analysis, *Statistical Surveys, *Unemployment

The project focuses on two loosely-related hypotheses regarding a contradiction existing in the results of previous research on the relationship between labor force participation and unemployment. This contradiction is the persistent tendency of the estimated effect of unemployment

on labor force participation—and hence estimates of "hidden unemployment"—to be greater when cross section data based on Standard Metropolitan Statistical Areas (SMSA) aggregates are used than when economy-wide time series data are used. The hypotheses put forward to explain this contradiction are: (1) that the cross section estimates are biased as the result of labor force heterogeneity across SMSAs; and (2) that the problem of mutual determination of labor force participation and unemployment is a much more likely cause of spurious correlation between these two variables in the cross section than in the time series data. (Author)

ED 109 348 CE 004 131

Finch, Curtis R. And Others

Performance-Based Curricula for Vocational Teachers.

Pub Date 2 May 74

Note—29p.; Presentation made at the Performance-Based Vocational and Adult Teacher Education Conference (Tampa, Florida, May 2, 1974). For related documents, see CE 004 210-211

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum Design, *Curriculum Development, Educational Strategies, *Performance Based Education, *Performance Based Teacher Education, Research and Development Centers, Speeches, Teacher Education, Teacher Education Curriculum, Teaching Methods, Vocational Education Teachers

Identifiers—Center for Vocational and Technical Education, CVTE, Ohio State University

The paper describes the development, by the Center for Vocational and Technical Education (CVTE), of instructional modules for a performance-based system for the teaching of vocational teachers and includes a list of five characteristics distinguishing performance-based teacher education (PBTE) from the more traditional forms. The research base for PBTE curricula development work is outlined. The module development and testing process consists of: module prototype development and review; module revision at CVTE based upon faculty and CVTE staff reviews; preliminary formative testing at one or more sites; revision by CVTE; advanced formative testing of a selected sample of modules; third party evaluation of modules; and refinement of modules by CVTE in preparation for publication. There is a description of each of the general components of the modules: table of contents; title page; introduction; performance objectives; resource materials; learning experiences; and module supplement. A section on areas of concern in the installation of performance-based curricula deals with: identification of competencies; instructional materials; faculty and student roles; interaction with various groups, institutions, and agencies; instructional support; and costs. (PR)

ED 109 349 CE 004 132

Young, Richard E. Cunningham, Clarence J.

Area Agent Staffing Compared With County-Only Staffing in the Cooperative Extension Service in the United States.

Ohio State Univ., Columbus. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date Dec 74

Note—23p.; Document may reproduce poorly as it is printed on colored paper

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—County Officials, *Extension Agents, Job Satisfaction, Organization, *Organizational Effectiveness, Participant Satisfaction, Professional Personnel, Program Effectiveness, *Program Evaluation, Role Conflict, *Rural Extension, Staff Role, *Staff Utilization, State Officials, State Programs, Statistical Analysis, Tables (Data), University Extension, Vertical Organization

Identifiers—Organizational Analysis

Findings of a three-year project carried out by the Ohio Cooperative Extension Service of Ohio State University indicated that area agent staffing may result in professional workers being more satisfied with their jobs and feeling more meaningfully involved in the organizational hierarchy. The role conflict that might be expected when a new role is introduced may not

occur. Of the two major area staffing patterns in use in the United States, the better rated was the pattern that included three separate levels of workers—county, area, and State. The lower rated pattern involved workers at two levels only—multi-county and State. The county-only pattern was not rated poorly. In several ways it was rated by clientele as better than either area staffing pattern. County-only staffing pattern clientele were more satisfied with programing processes, with speed of response to requests for information, and with the helpfulness of the information they received from Extension. Statistical data are analyzed in tabular form and in the text. (Author/MDW)

ED 109 350 CE 004 133

Hackman, J. Richard

On the Coming Demise of Job Enrichment. Technical Report No. 9.

Yale Univ., New Haven, Conn. Dept. of Administrative Sciences.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—DLMA-21-09-74-14-5

Pub Date Dec 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, Automation, Evaluation, Failure Factors, *Job Development, *Job Satisfaction, Motivation, *Organizational Change, *Personnel Management, Productivity, Program Effectiveness, Success Factors

Identifiers—*Job Enrichment

Job enrichment rapidly is becoming one of the most widely used behavioral science strategies for organizational change. And there is scattered but compelling evidence that, under certain conditions, the technique can lead simultaneously to both improved productivity and an increase in the quality of employee work experiences. Yet observations of on-going job enrichment projects in a number of organizations suggest that the approach is failing in practice at least as often as it is succeeding—and that its future as a strategy for personal and organizational change may be bleak. The report (1) explores a number of frequently-observed errors in implementing job enrichment that can lead to "failures" of the technique, and (2) identifies a number of ingredients found to be common to most of the "successful" job enrichment projects that were observed. (Author)

ED 109 351 CE 004 134

Clothing Speaks: 4-H Leader's Guide and 4-H Member's Guide.

Extension Service (DOA), Washington, D.C.

Pub Date [70]

Note—82p.; Reprinted from "The Real You" by Rosalie Horstman Haines

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Leader's Guide \$0.25; Member's Guide \$0.55)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Clothing, *Group Discussion, *Hygiene, Leaders Guides, Personal Values, Role Perception, Self Concept, Social Values, *Teenagers, *Units of Study (Subject Fields)

Identifiers—4 H Programs

Designed as a group project for boys and girls between the ages of 14 and 17, the informal discussion unit on clothing deals with total appearance (Accessories, hair, make-up, grooming, posture, mannerisms, facial expression, and clothes) and its relationship to self-understanding and one's role in society. The unit is organized into four parts: what clothing tells, values and clothing, how others see you, and finding yourself. The leader's guide contains information and a discussion guide for each of the parts, while the youth guide contains a corresponding information sheet and an experiment guide with activities and projects for use during and after discussions. (EA)

ED 109 352 CE 004 135

4-H in the 70's.

Extension Service (DOA), Washington, D.C.

Pub Date [71]

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Business, Career Awareness, Citizenship, *Community Involvement, *Educational Programs, Environment, Evaluation, Health, Innovation, Nutrition, *Program Development, Program Improvement, Research, Volunteer Training, *Youth Programs

Identifiers—4-H Programs

Developed under the leadership of the 1970 and 1971 Extension Committee on Organization and Policy 4-H Youth Subcommittees, the brochure offers a statement of potential and new directions for Extension 4-H youth programs. Opening sections deal with the functions of 4-H and balanced 4-H program expansion to serve seven million youth. Succeeding sections discuss: youth and teenage involvement in 4-H; youth involvement in community development; understanding and improving the environment; citizenship, government, and public affairs; business and economics; career exploration and marketable skills and attitudes; international dimensions of 4-H; personal development; food and nutrition; health education; expanding the 4-H camping program; multi-agency cooperation in the conduct of 4-H youth programs; professional staff development; volunteer staff development; long-range 4-H project program development; new methods, educational use of media, and technology; 4-H communication and information programs; documentation of 4-H accountability (youth program impact and effectiveness); and research, development, and evaluation. (Author/NH)

ED 109 353

CE 004 136

Davis, Lynn And Others

SHAPES—Shared Process Evaluation System: With Case Study.

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Arizona Univ., Tucson. Cooperative Extension Service; Extension Service (DOA), Washington, D.C.

Pub Date Apr 75

Note—73p.; Case study dated December, 1974

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Case Studies, *Community Development, Community Planning, Community Programs, Correlation, *Critical Incidents Method, Evaluation, *Interaction Process Analysis, Matrices, *Measurement Techniques, Projects

Identifiers—SHAPES, Shared Process Evaluation System, Williams (Arizona)

The report describes the Shared Process Evaluation System (SHAPES), a process analysis system designed to facilitate documenting, rationalizing, and evaluating community development projects. The evaluation process requires five steps. First, the project is described with respect to statements about the original problem situation and demographic conditions of the community prior to the project. Second, the Fields (the project actors) are identified and described. Third, Critical Incidents (events judged as essential to the continuation of the project) are identified and described. Fourth, the Fields are asked to identify and describe Critical Incidents according to a six-category Phase designation (pre-identification of needs, need identification, objective setting, planning, action, and assessment and monitoring of effects). Fifth, the data collected are plotted on descriptive matrices in which the three variables (Fields, Critical Incidents, and Phases) illustrate patterns of field participation, patterns of shared change, and patterns of individual field change; data may also be arranged in a time-line display of Critical Incidents. An appended case study describes a field test of SHAPES in a community development program in Williams, Arizona, and provides visual demonstrations of the matrices and time-line display of step five. (JR)

ED 109 354

CE 004 137

Career Education for Adults: Consumer Economics Module.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education; Auburn Univ., Ala. Dept. of Vocational and Adult Education. Pub Date 75

Note—166p.; For related documents, see CE 004 138-41

Available from—Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 (\$5.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Programs, *Career Education, Class Activities, *Consumer Education, *Curriculum Guides, Educational Objectives, Family Management, Money Management, Resource Materials

Identifiers—Alabama

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the consumer economics module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. The primary instructional objective of the consumer economics module is to help adult learners "to manage a family economy and to demonstrate an awareness of sound purchasing practices." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: consumer economic vocabulary; related measurement and mathematical operations, sales tax, and use of catalogs and consumer guides; determination of economical shopping places; differences in brand names, "firsts"; and "seconds"; methods of packaging goods; taking advantage of sales; advertising practices; ordering food in a restaurant; buying home furnishings; obtaining housing; buying and maintaining a car; community banking services; credit systems and budgeting techniques; insurance; food stamps; and efficient household management. A 26-page bibliography of additional resources is provided. (EA)

ED 109 355

CE 004 138

Career Education for Adults: Occupational Information Module.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education; Auburn Univ., Ala. Dept. of Vocational and Adult Education. Pub Date 75

Note—80p.; For related documents, see CE 004 137 and CE 004 139-141

Available from—Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 (\$4.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Programs, *Career Education, Class Activities, *Curriculum Guides, Educational Objectives, Employers, Employment Interviews, Employment Qualifications, Job Application, Occupational Clusters, *Occupational Guidance, Occupational Information, Promotion (Occupational), Resource Materials, Testing, Vocational Counseling

Identifiers—Alabama

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the occupational knowledge module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the occupational knowledge module is "to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: occupational experience vocabulary; source materials leading to employment; occupational categories; vocational testing and counseling methods; commercial/government/private employers; job applications and interviews; standards of behavior for various types of employment; attributes and skills leading to promotion; and financial and legal aspects of employment. (A 4-page bibliography lists additional resources.) (EA)

ED 109 356

CE 004 139

Career Education for Adults: Health Module.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education; Auburn Univ., Ala. Dept. of Vocational and Adult Education. Pub Date 75

Note—101p.; For related documents, see CE 004 137-138 and CE 004 140-141

Available from—Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 (\$4.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Programs, *Career Education, Child Care, Class Activities, *Curriculum Guides, Dietetics, Educational Objectives, First Aid, *Health, Health Education, Health Insurance, Health Needs, Health Services, Individual Development, Preventive Medicine, Resource Materials, Safety Education

Identifiers—Alabama

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the health module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the health module is "to insure good mental and physical health for the individual and the family." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: basic medical and physiological terminology; basic health needs and safety measures; available medical and health services; child care practices; preventive care and health maintenance; interaction of self and promotion of effective coping skills; emergency first aid; health and medical insurance; and proper diet and meal planning. (An 18-page bibliography lists additional resources.) (EA)

ED 109 357

CE 004 140

Career Education for Adults: Government and Law.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education; Auburn Univ., Ala. Dept. of Vocational and Adult Education. Pub Date 75

Note—53p.; For related documents, see CE 004 137-139 and CE 004 141

Available from—Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Programs, *Career Education, Citizen Role, Class Activities, *Curriculum Guides, Economic Development, Educational Objectives, *Government (Administrative Body), Government Role, Laws, Resource Materials, Taxes

Identifiers—Alabama

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the government and law module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the government and law module is "to promote an understanding of society through government and law and to be aware of governmental functions, agencies, and regulations which define individual rights and obligations." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: vocabulary related to government and law; relationship between the individual citizen and the govern-

ment; technical functioning of government and the relationship of the individual and the legal system; and governmental role in regulating economic activities of society and the American tax system. (A 1-page bibliography lists additional resources.) (EA)

ED 109 358 CE 004 141
Career Education for Adults: Community Resources Module.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education; Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Pub Date 75
Note—85p.; For related documents, see CE 004 137-140

Available from—Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 (\$4.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Programs, *Career Education, *Class Activities, *Community Agencies (Public), *Community Problems, *Community Resources, *Community Services, *Curriculum Guides, *Educational Objectives, *Resource Materials, *State Agencies, *State Federal Aid, *Transportation

Identifiers—Alabama

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the community resources module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the community resources module is "to understand that community resources are utilized by individuals in society in order to obtain a satisfactory mode of living, and that community resources are maintained so that society as a whole may be preserved; and to understand transportation systems and their relation to public problems." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: familiarity with Federal/State/local services and agencies; transportation signs, symbols, and schedules; map use; transportation fares and overnight accommodations; and transportation and public problems. (A 3-page bibliography lists additional resources.) (EA)

ED 109 359 CE 004 142

El-Bashary, Ahmed, Comp.

Directory of Adult Education Agencies in Egypt. Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), Sirs-El-Layyan, Menoufia (Egypt).

Pub Date 74
Note—17p.; Document is of marginal reproducibility

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Education, *Community Agencies (Public), *Directories, *Education Service Centers, *Foreign Countries, *National Organizations, *Organizations (Groups)

Identifiers—*Egypt

The directory of Adult Education Agencies in Egypt is a listing of six different types of organizations: national bodies and central agencies; teachers' training institutes and research institutions; adult education institutions (governmental); adult education institutions (non-governmental); central libraries and documentation centers; and regional services organizations. For each listing there is an address and names of the contact persons associated with adult education in each agency. (BP)

ED 109 360 CE 004 143

Bottom, John S. And Others

Community Development: Concepts, Curriculum, Training Needs.

National Association of State Universities and Land Grant Colleges, Washington, D.C. Extension Committee on Organization and Policy.

Pub Date Feb 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Development, *Curriculum Development, *Curriculum Planning, *Educational Needs, *Educational Objectives, *Fundamental Concepts, *Graduate Study, *Guides, *Post Secondary Education, *Professional Personnel, *Professional Training

Identifiers—*Community Development Personnel

The product of the Task Force on Community Development, Curriculum and Training Needs, the report focuses on community development as an emerging field of knowledge and is intended to serve as a guide for self-study, orientation, in-service, undergraduate, and graduate training for community development professionals. Topics treated include: the community development professional (competencies, roles, and methods); community development as a field of knowledge; alternatives for providing community development education and training; and task force recommendations for program improvement. The final section discusses concepts central to the community development process: learning behavior, the social system and social change, geographic concepts, political functions, economic principles, and property rights. (MW)

ED 109 361 CE 004 144

Bacon, Charles Frederick

1974 Welding Task Analysis.

Pub Date 74

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Career Ladders, Curriculum Development, Data Analysis, Educational Needs, Employment Qualifications, Information Needs, Job Market, Job Skills, Manpower Needs, Mechanical Skills, Metal Working Occupations, Occupational Information, *Occupational Surveys, School Industry Relationship, Statistical Data, Tables (Data), *Task Analysis, *Trade and Industrial Education, *Welders, *Welding

The study seeks to provide current empirical data for welding curriculum development and updating and for an occupational ladder. To secure information, a descriptive survey was conducted in Washington, Oregon, and British Columbia. A welder and welding supervisor in each of 58 responding industries filled out an in-depth questionnaire; the respondents represent both large and small industries hiring from 4 to 600 welders. Questionnaires filled out by 12 American Welding Society regional presidents assured the study greater validity. The questionnaire consisted of 36 questions divided into five sub-divisions: general information, basic education, welding-related knowledge requirements, welder-related skills and functions, and the manipulative skills required for a production welder. The analysis of the questionnaire is provided question-by-question within each section of the study, with the necessary data tabulation provided and referenced. Eleven recommendations for curriculum development emphasize the need for area surveys of needs, school-industry cooperation, development of an occupational ladder, more cooperative work-experience programs, and instruction of experienced welders to enable them to become on-the-job trainers of new welders. Extensive appendixes include copies of the questionnaires, information about and remarks made by the respondents, and a list of industrial concerns. (AJ)

ED 109 362 CE 004 145

Career Planning Program: Grades 8-11; Handbook: User's Guide and Summary of Research. American Coll. Testing Program, Iowa City, Iowa.

Pub Date 74

Note—162p.

Available from—Houghton Mifflin Company, Beacon Street, Boston, Massachusetts (\$4.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Ability Identification, Career Exploration, *Career Planning, Diagnostic Tests, *Educational Assessment, Educational Research, *Guidance Programs, Interest Tests, Junior High Schools, *Measurement Techniques, *Methods Research, Occupational Clusters, Program Descriptions, Secondary Education, Student Ability, Student Interests, Tables (Data), Test Interpretation, Test Reliability, Test Results

Identifiers—*Career Planning Program, CPP

As part of the Career Planning Program (CPP) introduced in 1971 by the American College Testing Program, the program component, CPP 8-11, emphasizes career exploration. The document describes the program, its uses, and its development, and summarizes related research. Following the program rationale, Part 2 discusses (1) assessment components measuring interests, abilities, and career-related experiences and (2) career guidance components directed toward career planning and their administration and scoring. Part 3 discusses CPP 8-11 uses in career guidance programs, facilitating self-awareness via score profiles, and offers suggested units and resources for a career planning mini-course. The descriptions of each assessment component, the research on their measurement properties, and comparisons with CPP 12-13 are found in Part 4. References are listed, and data from studies are extensively displayed in tabular and graphic form. The appendix provides resources for the mini-course, a guide for increasing student career development with suggested resources and activities, a guide to developing and using a Career Information File organized around job families of CPP 8-11, job families related to course areas, job families from CPP 8-11 related to the U.S.O.E. career clusters, tables indicating the norms of the CPP 8-11 assessment components, and transparency masters. (JB)

ED 109 363 CE 004 147

Ober, Bobby Scot

An Analysis of the Business Working Papers Typed by Beginning Office Workers.

Pub Date 2 Apr 75

Note—13p.; Paper presented to the Annual Meeting of the Business Education Research Section of AERA (Washington, D. C., April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Clerical Workers, Educational Research, Entry Workers, Job Skills, *Office Occupations Education, Office Practice, Relevance (Education), *Skill Analysis, Skill Development, Task Performance, *Textbook Evaluation, *Transfer of Training, *Typewriting, Typists

The problem in the study was to determine the makeup of typing tasks assigned to beginning office workers and to see how closely the practice problems in high school typing textbooks conformed to the duties that beginning office workers actually perform. Using sequential sampling procedures, copies of 531 items typed by 100 beginning office workers were compared with 943 production problems in two high school typing textbooks. Industry tasks contained more rough draft typing, self-composition problems, correspondence requiring judgment placement and formatting, and more extensive use of carbon paper than textbook typing assignments. Industry letters were also shorter and contained more subject and attention lines. Errors were nearly always corrected, most often by use of correction paper. The readability levels of the textbook problems were significantly different from each other and from industry typing. (Author)

ED 109 364 CE 004 148

Miles, Guy H. And Others

Phase 2—Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth: A Follow Up Study of 1144 Young Adults.

North Star Research and Development Inst., Minneapolis, Minn.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No.—PB-185-881

Pub Date 69

Note—360p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 185 881)

Document Not Available from EDRS

Descriptors—Adjustment Problems, Counseling, Employment Opportunities, Low Income Groups, Questionnaires, Reports, Rural Environment, *Rural Urban Differences, *Rural Youth, Surveys, Tables (Data), Work Attitudes, *Work Experience Programs, Youth Agencies, *Youth Employment

Identifiers—*Neighborhood Youth Corps, NYC

Phase two of the report on the Neighborhood Youth Corps (NYC) is aimed at finding whether systematic relationships exist between identifiable

deficiencies in the rural community and the occupational and social adjustment of rural youth. NYC, designed for rural and urban communities to keep youth in schools, was studied in phase one through a literature survey and extensive field work and, in phase two, through a study of 18 counties in 11 north central States selected on the basis of income, population densities, and outmigration rates. From questionnaires mailed to a random sample of 1,211 rural and 367 urban students (with 476 rural and 167 urban respondents) it was found that those who had previously lived in smaller cities or county seat towns adjusted easily to cities; women adjusted more easily than men; those from more isolated areas preferred to remain in urban areas; high school dropouts adjusted poorly to urban living; and successful adjustment depended on reasons for outmigration. Data from the student sample, rural community surveys, and rural education characteristics are summarized and results tabulated. Recommendations are to redefine and broaden: the population to be served, the NYC administration, program objectives, the term "disadvantaged," and services. (JB)

ED 109 365 CE 004 149
Swartz, Ned K. Vivekananthan, Pathe S.

Teacher Characteristics and Teaching Effectiveness of Vocational Industrial Education Instructors.

Pub Date Apr 75

Note—14p.; A paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 2, 1975). Available from—Dr. Ned Swartz, School of Education, Old Dominion University, Norfolk, Virginia 23508

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Role, Data Analysis, Educational Assessment, Educational Research, *Effective Teaching, Sampling, *Self Evaluation, Student Attitudes, Supervisors, Tables (Data), Teacher Certification, *Teacher Characteristics, Teacher Education, *Teacher Evaluation, Teacher Qualifications, *Trade and Industrial Teachers

Previous research studies revealed that teachers' background characteristics (mainly educational trade experience, and teaching experience levels) had different effects on teaching experience. Since an examination of teaching effectiveness should be considered in the teacher certification process, the study focused on determining the effects of trade experience, teaching experience, and formal professional education on the classroom teaching performance of vocational industrial education instructors. The ratings from five sources are simultaneously analyzed. Four hundred fifty-three trade and industrial education instructors were identified from the records of full-time trade teachers in Virginia. Using a stratified random sampling technique, 72 instructors were selected and evaluated by one school administrator, one school division supervisor, two teacher-peers, one self-rating, and one class of students taught by the instructor. Of the 432 rating packets mailed, 406 (94 percent) were returned. The results are presented in tabular form. The analysis of the data indicates that years of teaching experience were not emphasized by any group of raters, while trade experience was emphasized by administrators and teachers themselves. Trade experience and professional education did not contribute to teaching effectiveness from the point of view of students, teacher-peers, nor when all five rating groups were combined. (JB)

ED 109 366 CE 004 151
Dudra, Michael, Ed.

Career Education and the World of Work; A Symposium.

Pub Date Sep 73

Note—56p.; Proceedings of the Saint Francis College Graduate Program in Industrial Relations (6th, Loretto, Pennsylvania, September 27-28, 1973)

Available from—Graduate Office, Saint Francis College, Loretto, Pennsylvania 15940 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Articulation (Program), *Career Education, Careers, Cooperative Education, Ecology, Federal Government, *Industrial

Relations, Industry, Labor Market, Manpower Development, Performance Based Education, *Symposia

Identifiers—Chamber of Commerce, *World of Work

Various experts in education, government, industry, and labor contributed to the sixth annual industrial relations symposium (sponsored by the graduate program at St. Francis College) which focused on career education as its basic theme. Participants from a seven-State area also represented the four areas. Symposium proceedings consisted of seven presentations and the moderators' reports of panel discussions. Presentations were: "Career Education—More Than Just Educators" (U. S. Office of Education senior program officer); "The Role of the Chamber of Commerce in Career Education" (Chamber of Commerce of the U. S. executive); "Program Articulation and the Career Lattice Concept" (community college president); "Competency Based Education and Criterion Referenced Measures" (vocational-technical school associate director); "Labor's Manpower Arm" (AFL-CIO Human Resources Development Institute area representative); "Cooperative Education and the World of Work" (cooperative education coordinator); and "Careers in Environmental Protection (U. S. Environmental Protection Agency administrator). The three panel leaders represented counselor education at a State college and research and basic education areas of the Pennsylvania Department of Education. (EA)

ED 109 367 CE 004 152
Browne, Margaret C.

Supervising Paraprofessionals: A Guide for the Trainer-Agent.

Extension Service (DOA), Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Mar 72

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrator Role, Communication (Thought Transfer), Employer Employee Relationship, Employment Interviews, Guides, Job Satisfaction, Job Training, *Leadership Training, *Management Education, Nondirective Counseling, Personnel Evaluation, *Personnel Management, Psychological Needs, Supervision, *Supervisory Methods, Supervisory Training, Work Attitudes

Identifiers—*Paraprofessional Personnel

Although the booklet is intended to be a guide for first-time supervisors of paraprofessionals, it is applicable to any supervisory situation. Subjects covered include kinds of leadership, self-evaluation, interviewing job candidates, employee training and evaluation, morale and job satisfaction, basic human needs, the nondirective approach to counseling, conducting group meetings for discussion and decision-making, communication skills and methods, discipline (autocratic vs. democratic) as related to specific problems, controlling the quality of work, and planning and use of time as related to manpower and scheduling. A bibliography is included. (MDW)

ED 109 368 CE 004 153
Johnson, Evelyn H. And Others

Food and Nutrition: Supplemental Lessons for Training Extension Aides: Food Preparation.

Extension Service (DOA), Washington, D.C.

Pub Date Nov 71

Note—87p.; For related document, see ED 051 462

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0105-0041, \$0.75)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Cooking Instruction, Educational Programs, *Extension Agents, *Foods Instruction, *Job Training, Learning Activities, *Lesson Plans, Nutrition Instruction, Occupational Home Economics, Resource Materials, Teaching Methods, Units of Study (Subject Fields)

Identifiers—*Extension Aides, Paraprofessional Personnel

The lessons were written to help trainer agents prepare aides for work with families in Extension's Expanded Food and Nutrition Program.

The purpose is to enrich the aides' background in food preparation and to provide practical teaching methods that can be used in presenting food preparation information to families. The 21 lessons are an expansion of lessons 11-14 from Food and Nutrition Basic Lessons for Training Extension Aides. The document provides information related to the trainer agents' responsibilities and recommends resource materials. The 21 lessons cover the following areas: when and how to use a recipe; meats (moist and dry heat cookery); ground beef; organ meats; poultry; fish; eggs; nuts and peanut butter; dry beans, peas, and lentils; milk; cheese; salads, raw fruits, and vegetables; cooked vegetables (emphasis on vitamin A and C value); cooked fruit; cereal and pasta; quick breads; yeast breads; frozen desserts and salads; and the packed meal. Each lesson consists of the lesson's purpose, presentation techniques, application of lesson by aides, and reference materials for the trainer agent and aide. (BP)

ED 109 369 CE 004 154
Career Education—World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [K-1].

Weatherford Independent School District, Tex. Note—181p.; For related documents, see CE 004 155-7; Best copy available

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, Course Content, Curriculum Development, *Curriculum Guides, Educational Objectives, Elementary Education, *Grade 1, *Kindergarten, Learning Activities, Resource Materials, Units of Study (Subject Fields)

Identifiers—World of Work

The main emphasis of the career education world of work curriculum guide (K-1), developed by the Weatherford Elementary Schools, is to inform and orient kindergarten and first grade students to the concept of work rather than prepare them for a specific career. This is achieved through the development of 22 career education concepts that are to be emphasized throughout the program until the students have accepted them and made them a part of their lives. Each of the 60 curriculum units deals with a different occupation and states the grade level, curriculum area, career concepts, and performance objectives. Additional materials are outlined according to the curriculum concept or content, pupil activities, and resource materials. (BP)

ED 109 370 CE 004 155
Career Education—World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [2-3].

Weatherford Independent School District, Tex. Note—147p.; For related documents, see CE 004 154 and CE 004 156-7; Best copy available

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, Course Content, Curriculum Development, *Curriculum Guides, Educational Objectives, Elementary Education, *Grade 2, *Grade 3, Learning Activities, Resource Materials, Units of Study (Subject Fields)

Identifiers—World of Work

The main emphasis of the career education world of work curriculum guide (2-3), developed by the Weatherford Elementary Schools, is to inform and orient students to the concept of work rather than prepare them for a specific career. This is achieved through the development of 22 career education concepts that are to be emphasized throughout the program until the students have accepted and made them a part of their lives. Each of the 41 curriculum units deals with a different occupation and states the grade level, curriculum area, career concept, and performance objective. Additional materials are outlined according to the curriculum concept or content, pupil activities, and resource materials. (BP)

ED 109 371 CE 004 156
Career Education—World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [4-5].

Weatherford Independent School District, Tex.

Note—218p.; For related documents, see CE 004 154-5 and CE 004 157; Best copy available
EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, Course Content, Curriculum Development, *Curriculum Guides, Educational Objectives, Elementary Education, *Grade 4, *Grade 5, Learning Activities, Resource Materials, Units of Study (Subject Fields)

Identifiers—World of Work

The main emphasis of the career education world of work curriculum guide (4-5), developed by the Weatherford Elementary Schools, is to inform and orient students to the concept of work rather than prepare them for a specific career. This is achieved through the development of 22 career education concepts that are to be emphasized throughout the program until the students have accepted them and made them a part of their lives. Each of the 43 curriculum units deals with a different occupation and states the grade level, curriculum area, career concepts and performance objective. Additional materials are outlined according to the curriculum concept or content, pupil activities, and resource materials. (BP)

ED 109 372 CE 004 157
Career Education—World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [6-7].

Weatherford Independent School District, Tex.
Note—184p.; For related documents, see CE 004 154-6; Best copy available

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, Course Content, Curriculum Development, *Curriculum Guides, Educational Objectives, Elementary Education, *Grade 6, *Grade 7, Learning Activities, Resource Materials, Units of Study (Subject Fields)

Identifiers—World of Work

The main emphasis of the career education world of work curriculum guide (6-7), developed by the Weatherford Elementary Schools, is to inform and orient students to the concept of work rather than prepare them for a specific career. This is achieved through the development of 22 career education concepts that are to be emphasized throughout the program until the students have accepted and made them a part of their lives. Each of the 58 curriculum units deals with a different occupation and states the grade level, curriculum area, career concepts, and performance objective. Additional materials are outlined according to the curriculum concept or content, pupil activities, and resource materials. (BP)

ED 109 373 CE 004 158
McCollum, Sylvia G.
New Designs for Correctional Education and Training Programs.

Pub Date Jun 73
Note—8p.
Journal Cit—Federal Probation; p6-11, June 1973

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Basic Education, Attitudes, Community Colleges, *Correctional Education, *Correctional Rehabilitation, Corrective Institutions, Daily Living Skills, *Delivery Systems, Diagnostic Teaching, Educational Innovation, Educational Needs, Educational Technology, Education Vouchers, Individual Differences, Learning Laboratories, Prisoners, *Program Design, Resource Allocations, *Vocational Rehabilitation, Vocational Training Centers

The challenge confronting creative educators concerned with using the correctional experience in positive ways is to structure an educational delivery system which takes into account the wide range of individual differences among people whose only common denominator is "serving time." Inherent is the problem of staff and public resistance to "rewarding" law breakers with genuine educational improvement opportunities. Delivery systems which might replace traditional approaches, sometimes at no greater cost, are: (1) educational voucher systems—prisoners ful-

filling certain requirements would be guaranteed bona fide educational opportunities, outside the constraints of the prison environment, (2) prison as a specialized learning center—each prison would specialize in a single occupational cluster, with prisoners assigned by education and training requirements, (3) educational technology centers in prisons—offering a wider course range and permitting greater flexibility in scheduling, (4) establishment of correctional school districts—making available budget, staff, and materials normally provided to an operating school district, (5) educational diagnostic and referral centers—residential correctional facilities in which security is not the first priority, and (6) use of community colleges—facilitators in the delivery of services necessary to divert the first offender from commitment to a correctional institution. (Author/AJ)

ED 109 374

Hay, Michael
Languages for Adults.

Pub Date 73

Note—232p.

Available from—Longman Incorporated, 72 Fifth Avenue, New York, New York 10011 (\$4.50)
Document Not Available from EDRS

Descriptors—*Adult Education, Adult Learning, *Adult Programs, Adult Students, Beginning Teachers, *Course Descriptions, Course Organization, Foreign Countries, Individualized Instruction, *Language Instruction, Language Teachers, Program Administration, *Second Language Learning, Teaching Methods

Identifiers—Great Britain

Drawing upon direct teaching-administrative experiences at the City Literary Institute (London), one of the largest centers of "non-vocational" language study, the author has developed practical guidelines for teaching beginning language courses to adults. An introductory chapter reflects the adult learning scene in Britain as well as Europe. Chapters 2 and 3 are devoted to adults as students and to the beginning tutor. Chapter 4 focuses on administrative details—facilities, equipment, scheduling, staff, program, class size, and student interviews. Chapter 5 discusses teaching methods, referred to by the author as "approach tactics." Chapters 6 through 10 explore the basic ingredients of the introductory course: communication, pronunciation, structure, consolidating vocabulary, and comprehension. Chapter 11 presents suggestions for the individual lesson while chapter 12 discusses innovative follow-up approaches for adults using the printed word and those using the spoken word. Throughout the book, the author promotes open dialogue between tutor and students and tailor-made language learning for each class, and, where possible, for each individual student and minority interest. Personal qualities and initiative of the tutor, likewise, are viewed as significant in the art of teaching languages to adults. (EA)

ED 109 375 95 CE 004 208

McKinlay, Bruce

Developing a Career Information System: Final Report.

Oregon Univ., Eugene. Career Information System.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-41-72-03-2

Pub Date Mar 75

Note—218p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Career Planning, Computers, Data Collection, Delivery Systems, Educational Programs, Educational Research, Information Retrieval, *Information Systems, Interagency Coordination, *Job Market, Labor Supply, Occupational Guidance, *Occupational Information, Questionnaires, *State Programs, Statewide Planning, *Systems Development

Identifiers—Career Information System, CIS, *Oregon

The report reviews three years of progress toward implementing the Career Information System (CIS), a statewide interagency consortium that provides current labor market and educational information in usable forms to students and

clients and assists in the integration of such information into schools and social agencies in Oregon. The system's purpose is to improve career choices and training opportunities. CIS enhances the efforts of agencies and schools by synthesizing labor market and educational information; developing and managing delivery systems; and consulting on the use of career information in counseling and instructional programs. CIS operates as a cooperative, controlled and supported by the agencies it serves. Essentially, the report is an effort to aid others who may attempt such statewide efforts. The response of students and clients and the results of pilot tests indicate the system's effectiveness with diverse populations. The seven chapters discuss the research, the CIS system, information development in detail, the necessary features of a career information delivery system, analyzed through a review of the literature, several types of services, the impact on users, and financial considerations. Appended materials include: the constitution, user service agreement, standards, organizational sources, a library classification system, forms, and a glossary. (JB)

ED 109 376

Zurbrick, Phillip R., Comp.

Summaries of Studies in Agricultural Education, Pacific Region, 1973-74. Service Bulletin No. 23.

Arizona Univ., Tucson. Dept. of Agricultural Education.

Pub Date Dec 74

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agricultural Education, Agricultural Occupations, Agricultural Research Projects, *Annotated Bibliographies, Curriculum, Educational Administration, Educational Programs, *Educational Research, *Employment Opportunities, Foreign Countries, Guidance Services, Learning Processes, *Manpower Needs, Off Farm Agricultural Occupations, Program Evaluation, School Supervision, Teacher Education, Teaching Methods

Identifiers—Pacific Region

An annotated bibliography of studies in agricultural education, the edition contains 47 research studies completed during the calendar years 1973 and 1974 in the Pacific region States and submitted by teacher educators. (Some studies completed in 1972 but not previously reported are also included.) The summaries are arranged alphabetically by author; summary format includes purpose, method, and findings of the study. Distribution of papers by types revealed 11 staff studies and 36 masters' papers, with an overwhelming predominance of descriptive/survey studies. A popular research area was manpower and competency needs and employment opportunities (general and off-farm agricultural occupations), with 14 studies reported. Other research subjects included: administration and supervision; agricultural education in other countries; curriculum; educational programs (cooperative extension education and programs for high school students); evaluation; guidance, counseling, and testing; learning processes and teaching methods; and teacher education. (EA)

ED 109 377

Finch, Curtis R. Hamilton, James B.

Performance-Based Teacher Education Curricula: Implications for Programs.

Pub Date 25 Oct 73

Note—18p.; Paper presented at the National Vocational and Technical Teacher Education Seminar (7th, Dallas, Texas, October 22-25, 1973); For related document, see CE 004 211 and CE 004 131; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Assessment, Educational Innovation, *Educational Programs, Educational Strategies, Higher Education, Interagency Cooperation, *Performance Based Teacher Education, Program Descriptions, Program Development, Research and Development Centers, Speeches, Teacher Education, *Teacher Education Curriculum, Teacher Programs, *Vocational Education Teachers

The paper provides a brief survey of the rationale for and problems associated with performance-based teacher education (PBTE). Reviewing the research and activities of the Center for Vocational and Technical Education (Ohio State), the document identifies five elements that appear to distinguish PBTE from more traditional programs. These elements relate to: student competencies; criteria for assessing competencies; assessment of the student's competency; the student's rate of progress; and the intention of the instructional program. For the implementation of PBTE, six issues, and six strategies for dealing with the issues, are identified and discussed briefly. The issues and strategies relate to: identification of competencies; instructional materials; roles of faculty and students; interaction with various groups, institutions, and agencies; instructional support; and costs. (PR)

ED 109 378 CE 004 211

Finch, Curtis R. Hamilton, James B.
Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects.
Pub Date Mar 75

Note—15p; Presented at the Southern Agricultural Education Conference (Williamsburg, Virginia, March, 1975); For related documents, see CE 004 210 and CE 004 131

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Assessment, Educational History, Educational Programs, Educational Strategies, *Performance Based Teacher Education, *Program Development, Speeches, *Teacher Education, Teacher Education Curriculum, Teacher Programs, Teaching Methods, *Vocational Education Teachers

The performance of teachers is generally assumed to be a function of the quality of their own preparation. Unfortunately, traditional methods and procedures may not permit teacher educators to attain the level of effectiveness to which they aspire. One of the alternatives to traditional practices is competency-based teacher education (CBTE). The five elements that appear to distinguish CBTE from other programs relate to: student competencies; criteria for assessing competencies; assessment of the student's competency; the student's rate of progress; and the intention of the instructional program. CBTE appears to be under strong consideration by a number of States and their respective colleges and universities; however, vocational teacher educators are somewhat slower than other groups with regard to setting up CBTE programs. Current indications are that a number of vocational teacher education institutions are designing and implementing CBTE programs. In plotting the future prospects for CBTE, the following areas seem to surface as being of primary import: idealistic versus realistic goals, certification, program, and long range impact. (Author)

ED 109 379 CE 004 212

Supplemental Literature Resource for Adult Career Education Counseling and Guidance.
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—OEG-0-73-5225

Note—136p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Education, Adult Educators, Adults, *Annotated Bibliographies, *Career Education, *Counseling, Counselor Educators, Counselor Training, Graduate Students, *Guidance, Literature Reviews, Performance Based Education, Resource Guides, Teacher Education

Following the same format as the original document "Adult Career Education Counseling and Guidance Resource," the guide provides supplemental information on sources relative to the field of adult counseling and guidance. The resource aid, which is directed to the adult educator or counselor as well as graduate students in adult or counselor education, contains 103 resumes dating from 1963 through September, 1974. Efforts were made to identify the major doctoral dissertations written in the past few years relative to this field. Each document has been assigned category or subcategory numbers according to a classification schema of seven

major categories and 32 subcategories. The seven major categories, which form the seven major sections of the resource guide to which resumes were assigned, are: (1) counseling and guidance, (2) adult counseling and guidance, (3) adult education, (4) career education, (5) competencies, (6) training, and (7) adulthood. Each resume contains the following information: author or corporate author, title, price, date, number of pages, source, medium, orientation (use of ERIC descriptors), and subject content. (EA)

ED 109 380 95 CE 004 213

Louisiana Adult Education Staff Development Project: Training Manual. Revised Edition.

Louisiana State Dept. of Education, Baton Rouge; University of Southwestern Louisiana, Lafayette.

Spons Agency—Office of Education (DHEW), Dallas, Tex. Regional Office 6.

Pub Date May 74

Note—361p.; Some tables will not reproduce well in microfiche due to the small size of type used in the original

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education, Adult Educators, Adult Learning, *Adult Students, Behavioral Objectives, Career Education, Community Schools, Educational Innovation, Educationally Disadvantaged, Individualized Instruction, *Individualized Programs, Learning Laboratories, Manuals, Program Development, *Resource Materials, *Teacher Education

The manual is designed to be used with a basic one-week training program for adult education personnel. It is not intended to guide teachers toward modifying existing programs, piloting new programs, or institutionalizing a new idea. It was designed to help teachers identify the purpose of the typical adult student, to give specific information to resolve some of the important issues, and to expose teachers to certain basic areas of interest, information, and techniques concerning the total adult education program. Individual chapters deal with: the design of the Louisiana staff development project; introduction to the program of adult education in Louisiana; awareness of the under-educated adult and implications for the teacher; developing behavioral objectives for adult learners; individual prescription instruction (three chapters—beginning, intermediate, and advanced levels); the concept of the community school and adult education learning centers; innovative programs of special interest to adult education personnel; problems of major interest to adult education personnel; and adapting the career education concept to adult education. Each chapter after the first begins with an outline of its behavioral objectives, activities, and narrative. Most chapters have short bibliographies and supporting transparencies. (Author/PR)

ED 109 381 95 CE 004 214

A Systematic Approach to Evaluating Career Education Materials at the Local Level.

Peat, Marwick, Mitchell and Co., Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Nov 74

Contract—OEC-0-74-9025

Note—49p.; For related document, see ED 090 441

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Instructional Materials, *Measurement Instruments, Resource Guides

The document contains an assessment instrument, developed by three teams of educators, designed to assist career education practitioners in identifying, classifying, and evaluating career education instructional materials to determine the usefulness of a particular unit of material in a specific local situation. It also contains suggestions of sources from which career education instructional materials or information may be obtained. The instrument, which operates on a point-scoring basis, treats six aspects of the material: identification, quality, special conditions for use, content bias, research data provided, and summary evaluation. The bulk of the document consists of the instrument itself and a detailed outline on its use, including definitions of terms

and an explanation of some of the individual items of the instrument. Appended are a list of sources of career education materials and a list of more than 100 non-copyrighted career education instructional units, indexed by State, which were developed by local school districts and State departments of education and chosen for inclusion because they seemed to be well-developed and potentially useful for career education programs. (Author/PR)

ED 109 382 CE 004 215

McCormack, Edward J.

Communication and the Supervisor.

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Attitudes, Attitudes, *Communication (Thought Transfer), *Communication Problems, Employer Employee Relationship, Human Relations, *Interpersonal Competence, Sensitivity Training, Speeches, Supervision, *Supervisors

In this paper, I will discuss two aspects of communication of utmost consequence in supervision—competence and compassion. Every communication has at least two aspects. One is the content, the information intended. This is the area of competence in communication. The other involves the attitude of the supervisor toward the person to whom the information is directed. This aspect is always communicated—intentionally or unintentionally, knowingly or unknowingly. The highly competent supervisor can be almost a total failure for lack of compassionate communication. We are more generally aware of how to develop competence in people than we are of how to develop compassion in people. There are skills of compassion which can be taught and learned, just as there are skills of competence. Among these skills are: being open to one's own feelings; being constructively honest with other people, as well as to yourself, about what your feelings are; being open to and communicating positive feelings of love, appreciation, respect, and warmth; and being able to manage one's own thoughts and feelings so as to truly listen to another person. Competence and compassion together produce the greatest satisfaction for all concerned. (Author)

ED 109 383 CE 004 216

Bahr, Gladys, Ed. Bangs, F. Kendrick, Ed.

Foundations of Education for Business. National Business Education Yearbook, Number 13.

National Business Education Association, Washington, D.C.

Pub Date 75

Note—353p.

Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 (\$10.00)

Document Not Available from EDRS

Descriptors—*Business, *Business Education, Business Education Teachers, College Students, Consumer Economics, *Economic Factors, Educational History, *Foundations of Education, Graduate Students, Labor, Management, Organizations (Groups), Philosophy, Political Influences, Psychology, Social Influences, Teacher Educators, *Yearbooks

The purpose of the 1975 yearbook for professors, teachers, and students of business education is to foster a better understanding of the foundations of education for business by insuring a better understanding of the business world and its underlying economic principles. Each of the 50 contributing authors to the yearbook were selected because of interest in and knowledge of a particular field. Part 1, Economic-Related Foundations, includes a concise history of the economic contributions of eight eminent economists as well as a discussion of basic economic principles and systems. Part 2, Business-Related Foundations, discusses the American institution of business and its component areas. Differing views of the business world as judged by management, labor, and the consumer are also included. Part 3, Social-Related Foundations, delves into the philosophical, psychological, and political foundations, and Part 4, Education-Related Foundations, discusses the contributions of the various levels of education and major types of organizations to education for business. (Author/EA)

ED 109 384 CE 004 217

Eicke, F. J. Pappas, Anthony V., Jr.
The Status of Career Education.
Mississippi Univ., University. Bureau of Educational Research.

Pub Date Nov 74
Note—10p.
Journal Cit—Research in Education; v7 n3 Nov 74

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Concept Formation, Models, *Program Development, *Program Evaluation, *Role Perception, State Programs, Vocational Development
Identifiers—Mississippi

Drawing upon career education leaders and specialists as sources, the authors explore the status of career education by discussing definitions, program dimensions, roles of career education, program evaluation, and recommendations for the State of Mississippi. The most common definitions of career education focus on five aspects: (1) career development, (2) integral part of education, (3) individualized, (4) comprehensive, and (5) preparation for life. Prevalent career education program dimensions include: self, occupational information, psychology of work, organizational, social contribution, planfulness, work ethics, school-work relationship, occupational preparation, and work adjustment. Central to the implementation of the career education concept are the roles of teachers, counselors, and vocational educators, with business and industry personnel and parents also playing vital roles. In the area of evaluation, currently accepted guidelines involve: goals, criteria, participants, feedback and follow-through, and planned continuous process. Various evaluation models are described—cost-effectiveness approach, outcome approaches, and local assessment techniques. Recommendations for Mississippi include provision for: adequate funding of education, pre-service and in-service training of educators, adequate counselors, continued expansion of comprehensive educational programs, and local system support in a statewide commitment. (EA)

ED 109 385 95 CE 004 218

Kaufman, Jacob J. Sumansky, John M.
Manpower Planning, Occupational Education, and Labor Mobility. DASP Technical Paper No. 1.
North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—Tech-P-1

Pub Date 74

Contract—NE-C-00-3-0069

Note—80p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Agricultural Laborers, Area Studies, Demography, *Educational Planning, Geographic Location, Labor Market, *Labor Turnover, Literature Reviews, *Manpower Development, Manpower Utilization, Migration, Mobility, Negro Employment, *Occupational Mobility, Relocation, Tables (Data), Trend Analysis, Vocational Adjustment, *Vocational Education

Identifiers—*Manpower Planning

The report details the implications of mobility for manpower planning, traces the impact of mobility on planning for the training and development of skilled manpower, and summarizes the factors influencing labor mobility drawn from a review of the relevant literature. The first section introduces the problem, summarizes factors affecting labor mobility, and discusses implications for manpower and educational planners. It emphasizes that criteria must be established so that the most efficient means of allocating resources and effort are used in manpower planning and in developing educational and training programs. Several criteria are discussed: market, social demand, rate of return, and manpower requirements. Also described are labor mobility and its impact on manpower and occupational education planning in the United States, as well as various approaches to planning (employer surveys, extrapolations of trends, econometric techniques, and the job vacancy-occupational outlook). The following section focuses on the central issue of geographic labor mobility and its determinants. The mobility of Negroes and

agricultural workers is also examined. The conclusions stress the strengthening of the planner's role in developing training and educational programs, providing job opportunities, and other relevant services. A bibliography and appended tables complete the document. (JB)

ED 109 386 CE 004 219

Crow, Stanley H., Ed.
Positions on the Practice of Vocational Evaluation: 1973; Vocational Evaluation Project—Year One. Vocational Evaluation and Work Adjustment Association, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date 73
Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Delivery Systems, *Evaluation Methods, Guidance Services, Handicapped, *Manpower Development, Occupational Guidance, *Rehabilitation Counseling, Skill Development, Vocational Adjustment, *Vocational Counseling, Vocational Education, *Vocational Rehabilitation

Identifiers—Readings (Collections), *Vocational Evaluation

The collection of 17 position papers, submitted by coordinators and specialists in vocational education, is the product of a national seminar conducted during 1973, the first year of the vocational evaluation project. [Vocational evaluation has been defined as the process of assessing an individual's physical, mental, and emotional abilities, limitations, and tolerances in order to predict his current and future employment potential and adjustment. It is interdisciplinary and involves data from within and outside the total rehabilitation team.] A project overview introduces the articles. Four articles examine the role of the vocational evaluator: ideology and self-concept, task analyses, definitions of knowledge and skills, and training. Examining the evaluator's tools, five articles explore two evaluation methods: work samples and situational assessment. Also discussed are the evaluator as synthesizer and building new self-concepts in the client. Four articles on human dynamics concentrate on the relationships of the evaluator with the client, the counselor, other professionals, and the facility staff. Four articles focus on the delivery system: referral decisions, vocational evaluation in various milieus, active client involvement in rehabilitation, and the controversy over the validity and use of vocational evaluation. (JB)

ED 109 387 CE 004 220

Meyer, Robert P. And Others
Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Design Plus, St. Louis, Mo.

Report No.—AFHRL-TR-74-33(IV)

Pub Date Dec 74

Note—192p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Aircraft Pilots, Data Collection, *Flight Training, Guidelines, Skill Analysis, Skill Development, *Task Analysis, *Task Performance, *Taxonomy, Undergraduate Study
Identifiers—*Air Force

The report presents the results of the third phase of a research program to develop a behavioral taxonomy of undergraduate pilot training (UPT) tasks and skills. The third phase effort consisted of surface analyses of 50 UPT flying training tasks to generate basic task descriptions. The surface analysis subdivided and defined task elements into a series of cue, mental action, and motor action sequences. A set of classification rules was developed to categorize the skills needed to perform the tasks identified by the surface analysis information. The classification rules were used to classify all the surface analyses. The skills required to accomplish the tasks were determined and organized into a matrix system of skill data. The matrix system selected provided the means for simple data retrieval operations. The result was to develop the surface analysis method in order to analyze future UPT objectives

in terms of present and future flying training requirements and to develop four applications of the taxonomic data system to flying training research problems. The illustrative examples dealt with skill comparisons among different tasks, the determination of skill difficulty within and between tasks, developing standard training tasks and generating new training tasks to teach specific flying skills. (Author/JB)

ED 109 388 CE 004 221

T and D Abstracts: Volume 13—1975: Continuation of CIRF Abstracts.

International Labour Office, Geneva (Switzerland).

Pub Date 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Abstracts, *Bibliographic Citations, Economic Development, Educational Trends, Evaluation Methods, *Foreign Countries, Industrial Training, *Job Training, *Manpower Development, Occupational Guidance, Personnel Needs, Policy Formation, Publications, Social Change

Volume 13 of T and D Abstracts, a continuation of CIRF Abstracts, contains 18 abstracts of documents published in Belgium, England, Italy, Luxembourg, Poland, West Germany, and the United States, dealing with trends in national training policies and in personnel development in public and private enterprise. The abstracts are divided into the following subject areas: education, guidance, and training policies; vocational guidance; six aspects of training (organizational-administrative structure, planning and programming, methods and media, staff, psycho-pedagogical factors, and costs and financing); research and evaluation methods; training as a factor in economic development; training and the employment structure; and training and social change. Each abstract contains bibliographic references, a translation of the title where applicable, and both subject and content analysis. Each abstract is classified by reference number, country, economic sector, occupational level, and T and D subject classification. A 31-item news in brief section, a 12-page glossary, and a list of periodical publications abstracted are also included. (JR)

ED 109 389 CE 004 222

Bakalis, Michael, Ed.
Illinois Journal of Education; Continuing Education. Vol. 62, No. 1.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Jan 71

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrator Attitudes, *Adult Basic Education, *Adult Education, *Adult Educators, Adult Programs, *Adult Vocational Education, Educational Administration, Educational Finance, Educational Testing, Junior Colleges, Publications, *State Agencies, Universities, Vocational Education
Identifiers—*Illinois, Readings (Collections)

The 20 articles appearing in the January, 1971, issue of The Illinois Journal of Education reflect the concept of continuing education as viewed by various agency representatives of Illinois government and by outstanding adult educators throughout the State. Article titles are: Why a Continuing Education Program?; An Associate Degree from Schools That Teach Jobs; A Quarter Century of GED Testing; Adult Education—Illinois' Fastest Growing Student Body; University Responsibility in Adult and Continuing Education; Adult and Continuing Education in the Public Community Colleges of Illinois; The Department of Private Business and Vocational Schools; Vocational and Technical Education in Illinois; The Man Who Couldn't Fire Janitors; Adult Basic Education For the Real World; In-Service Training in Adult Basic Education—Ritual or Resolution?; Financing the Comprehensive Center for Adult Basic Education; Education and Training for Public Aid Recipients; The Changing Role of Adult Education in Illinois Correctional Institutions; Conclusions Must Be Beginnings; Teacher Training Where the Action Is: An Evaluation; All Night Board Meetings are Passed; and A Significant School for the 70's: The Public University Laboratory School. (Author/NH)

20 Document Resumes

ED 109 390 95 CE 004 223

Hansen, L. Sunny. *And Others*
Orienting Prospective Teachers to Career Education; Project TECE (Teacher Education for Career Education).

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-70-1983(725)

Note—112p.

Available from—Documents Section, 140 Centennial Building, St. Paul, Minnesota 55155 (\$1.50)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Bibliographies, *Career Education, Curriculum, Early Childhood Education, Educational History, Educational Programs, Educational Theories, Elementary Secondary Education, *Instructional Materials, *Orientation Materials, Performance Criteria, Post Secondary Education, Program Development, Resource Materials, State of the Art Reviews, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, Vocational Development Identifiers—Project TECE, Teacher Education for Career Education

The guide for orienting prospective teachers to career education opens with an introductory discussion of the needs of youth, the emergence of career education programs, and teacher education programs in career education. Section 2 discusses seven components of teacher preparation programs in career education: need, concept, orientation to the world of work, information systems and resource use, implementation, guidance and counseling, and change process. Section 3 covers various career dilemmas and social issues such as changes in the structure and composition of the labor force and special needs of bypassed populations. Section 4 covers the historical development and theoretical underpinnings of career development, a basis for career education. Section 5 discusses the career development curriculum, specifying its values, definitions, and dimensions. Sections 6 and 7 cover the career development program. Covering each of the four grade levels (primary, intermediate, junior high, and senior high) separately, section 6 deals with the rationale for the selection and placement of vocational development tasks, and section 7 specifies behaviors which characterize each vocational development task. Ten pages of references are included, as are 15 pages of supplementary appendices including such things as career education models, resource materials, and lists of resource persons. (JR)

ED 109 391 CE 004 224

Edelman, Judith West
The Community Resource Component of the Career Education Project: Part 4.2.

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

Pub Date 74

Note—73p.; For information about other project components, write to Career Education Project, BOCES, Yorktown Heights, New York 10598

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Administrator Role, *Career Education, Community Involvement, *Community Resources, Community Role, Community Support, Evaluation Methods, Field Trips, Human Resources, Manuals, Program Planning, *School Community Relationship, School Industry Relationship, *Teacher Role

The document develops a community resources model that complements the other components of the career education project. It is also designed to be used by all school systems and provides suggestions for resources from broad areas. The introductory information defines community resources as "people, places, and things" and presents a rationale for utilizing these resources. For the administrator and coordinator, the manual outlines the key steps for the utilization of community resources: gaining top administrative support, designation of coordinator of school-community relations, internal planning, development of a resource directory, gaining support of building principals and teachers, creation

of general advisory committees, and the formation of an industry-education alliance. For the teacher, there are guidelines for the effective use of community resource volunteers in the planning, contacting, preparing, and evaluating steps. Suggestions for class discussion, checklists for career field visits and field trips, and ideas for follow-up experiences are presented. Sample forms for collection, preparation, and evaluation of resources and a bibliography complete the manual. (JB)

ED 109 392 CE 004 225

Clark, Robert C., Ed. *Ralston, N. P., Ed.*
Directing the Cooperative Extension Service.

Selected Papers Presented at the National Cooperative Extension Administrative Seminar (7th, Madison, Wisconsin, April 30-May 4, 1962).

Wisconsin Univ., Madison. National Agricultural Extension Center for Advanced Study.

Pub Date Sep 62

Note—167p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Administrative Organization, *Administrative Personnel, Educational Objectives, *Extension Education, Land Grant Universities, Organizational Change, *Organizational Development, *Role Perception, *Seminars, Staff Role

Identifiers—*Cooperative Extension Service, Readings (Collections)

The book provides administrators and students of administration with a background of extension programs of the past, the principles of large scale organization, and staff role in attaining extension goals. In Part 1, Changing Goals of the Cooperative Extension Service, C. M. Ferguson, Professor, University of Wisconsin, speaks on "Changing Times—Changing Programs" while F. H. Harrington, President, University of Wisconsin, reflects the "Role of Cooperative Extension in the Land-Grant System." A third speaker, E. T. York, Jr., Administrator, Federal Extension Service, discusses "Cooperative Extension's Contributions to National Goals." Part 2, Formulating Goals and Individual Achievement, examines the role of the individual in the organization. Contributors to Part 2 are G. B. Strother, Professor, University of Wisconsin, speaking on "The Individual and Goal Achievement" and E. W. Burr, Personnel Manager, Monsanto Chemical Company, discussing "The Individual and the Organization." Part 3, Organization for Goal Attainment, consists of a paper by Edward Gross, Professor, University of Minnesota, on "Organization As a Means for Achieving Extension's Goal" and a paper by Christopher Sower, Professor, Michigan State University, on "The Land-Grant University 'Development Organization' in Transition: The Case of the Cooperative Extension Service." (EA)

ED 109 393 CE 004 227

Milne, Terry L.
Continuing Adult Education; An Annotated Bibliography.

Pub Date 74

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education, *Adult Learning, Adult Students, *Annotated Bibliographies, Community Colleges, Community Service Programs, Cooperative Education, *Educational Needs, Educational Programs, Family Life Education, Higher Education, International Programs, Leadership Training, Manpower Development, Minority Groups, Older Adults, Program Development

The annotated bibliography describes in detailed outline form 75 books, articles, papers, and reports dealing with the following areas of continuing adult education: history and philosophy; setting, needs, and purposes; program development and methods; institutions and organizations; community colleges; cooperative extension; higher education programs; community service; adult basic education; the adult learner; minority group education; the elderly; international programs; family life education leadership and staff development; and the future. Each abstract reviews the content in depth. All of the items were published since 1970 with a few exceptions published during the 1960's. (JR)

ED 109 394 CE 004 228

Boyer, Robert W., Comp. Schilling, Ted, Comp.
An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1254

Pub Date 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Education, *Adult Education Programs, Adult Programs, *Continuing Education Centers, Decentralized School Design, *Educational Facilities, Educational Programs, Inservice Programs, Instructional Materials, Instructional Programs, Mathematics Materials, *Program Costs, *Program Development, Program Evaluation, Program Guides, Program Planning, Reading Materials, School Personnel

The mini-center concept described in the guide is an attempt to consolidate adult education services into a more effective instructional program by extending adult class meetings to four straight nights a week at a centrally located facility especially designed for adult education purposes. The guide discusses advantages and disadvantages of mini-centered instructional programs in adult education; presents suggestions for establishing a mini-center program, with separate discussions of facilities, personnel, materials of instruction, program operation, in-service and pre-service training programs, and evaluation; and offers a cost analysis. One-half of the document is composed of appendices which include: price lists for mathematics and language arts materials, testing materials, and software reading materials; an employee evaluation form; and three cost schedules (mini-center costs without reading lab, mini-center costs with reading lab, and full-time coordinator costs). (JR)

ED 109 395 CE 004 229

Gilli, Angelo C., Sr.
Fugitive Essays and Other Papers: 1973-74.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date Jan 75

Note—187p.

Journal Cit—Vocational-Technical Education Research Report; v13 n1 Jan1975

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Curriculum Design, *Curriculum Development, Educational Trends, Followup Studies, *Graduate Study, Higher Education, Occupational Guidance, *Professional Associations, Relevance (Education), Resource Materials, Teacher Associations, *Teacher Education, *Vocational Education, Vocational Education Teachers, Women Professors

Identifiers—*Readings (Collections)

The volume, developed for use in graduate level courses in vocational education, contains 12 papers written by the author in 1973 and 1974. The papers are grouped into four categories: (1) curriculum concerns, containing papers on design of programs, the use of follow-up studies for increasing curriculum relevancy, and increased relevance through curriculum revision for math based postsecondary vocational programs, (2) professional associations, containing papers on views on vocational guidance from an American Vocational Association (AVA) vice-president, a word about the AVA on the national scene, and the role of the State vocational association and the profession of vocational education, (3) vocational teacher education, containing papers on the mission of the department of vocational education with respect to graduate studies and research in the future and the future of vocational teacher education in the universities, and (4) some general considerations, containing papers on employing the chronically unemployed, professional women in vocational education, preparing people for occupations, and vocational education for the 1980's. (JR)

ED 109 396 CE 004 230

Yasutake, Joseph Y. Stobie, William H.
The Air Force Advanced Instructional System (AIS): An Overview.

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Armed Forces, Computer Programs, Cost Effectiveness, Individualized Instruction, Instructional Materials, *Instructional Systems, Mass Instruction, *Military Training, Systems Approach, *Systems Development, *Technical Education

Identifiers—*Advanced Instructional System, Air Force, AIS

The Air Force Advanced Instructional System (AIS) is a prototype computer-based multimedia system for the administration and management of individualized technical training on a large scale. The paper provides an overview of the AIS: (1) its purposes and goals, (2) the background and rationale for the development approach, (3) a basic description of the total system, and (4) the developmental status and overall schedule. Practical considerations influencing the design approach for the AIS prototype included features of: cost-effectiveness, systems approach, incremental payoff, and maximum modularity and flexibility. Presently, AIS development is directed to the technically-related development activities of instructional materials development, instructional strategies, computer support, and system evaluation; future development will include system transition and institutional change. (Author/EA)

ED 109 397 CE 004 231

Henry, Rosa Anne

Follow-Up Study of Vocational Office Education Graduates of Springfield [Tennessee] High School. Final Report.

Robertson County Schools, Springfield, Tenn. Spons Agency—Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Pub Date 15 Aug 74

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Educational Research, Employee Attitudes, *Employer Attitudes, Followup Studies, Graduate Surveys, *Office Occupations Education, *Program Evaluation, Questionnaires, Relevance (Education), *Student Attitudes, Student Evaluation, Tables (Data), *Vocational Education

Identifiers—Employer Surveys, Tennessee

The objectives of the study were: to survey the 1970 through 1973 graduates of the Springfield High School Vocational Office Education program to determine the specific tasks they performed on their jobs, the skills and knowledges required, and the education and training needed; to survey employers of these graduates for the purpose of identifying weaknesses and deficiencies in skills, knowledges, and attitudes; to evaluate the utilization of vocational office education training received at Springfield High School; and to evaluate findings of the project and make recommendations for consideration in curriculum planning. Fifty-one of the 106 students (60 percent) responded to the mailed questionnaires. Forty-two of the 51 employers (82 percent) responded to the questionnaires either through an interview or the mail. (Tabulated data are included.) The conclusions indicate high ratings of the program by the graduates and that the majority of the graduates were employed in occupations directly related to their high school vocational office education training. Employers rated the overall job performance of the graduates as very good. Recommendations stressed the continuation of program evaluation, further follow-up studies, further communication with business, and improvement of specific areas of training. Questionnaire forms and correspondence are appended. (Author/JB)

ED 109 398 95 CE 004 232

Proceedings of the Annual National Clinic on Technical Education (11th, Columbia, South Carolina, March 27-29, 1974).

American Technical Education Association, Inc., Delmar, N.Y.; Greenville Technical Education Center, S.C.; South Carolina State Board for Technical and Comprehensive Education, Columbia.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 29 Mar 74

Note—118p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Conference Reports, Correctional Rehabilitation, Counseling, Developmental Programs, Educational Administration, *Educational Improvement, Educational Needs, Educational Trends, Health Occupations Education, Higher Education, Individualized Instruction, Junior Colleges, Remedial Programs, Secondary Education, Teacher Education, *Technical Education, Work Experience Programs

The theme for the proceedings of the conference is "Technical Education—A Continuing Search for Quality." The topics of the 10 papers included in the proceedings covered the search for quality, technical teacher training, effective student counseling, educational management by objectives, educational management through joint participation with students, educational management through work experience in allied health and in criminal justice (correctional rehabilitation), student development programs, developmental (remedial) programs in the Air Force, and remediation through individualized instruction. The appendices contain the minutes of the business meeting, the program, and listings of the planning and organization committees, attendees, exhibitors, and past presidents. (JB)

ED 109 399 CE 004 233

Marston, Stephen Tilney

An Econometric Analysis of the Unemployment Insurance System in a Local Urban Labor Market. Final Report for September 1, 1973–September 30, 1974.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-26-74-03-1

Pub Date Sep 74

Note—181p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given) And: University Microfilms, Ann Arbor, Michigan (No price given)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Doctoral Theses, Economic Factors, *Economic Research, Employment Level, Employment Patterns, Employment Problems, *Federal Legislation, Federal Programs, Human Capital, Labor Economics, Labor Market, Manpower Utilization, Mathematical Models, Persistence, *Unemployed, *Unemployment, *Unemployment Insurance, Urban Studies

Identifiers—Detroit, Michigan

The study derives a model of the unemployment insurance (UI) system and its relationship to the labor market, estimates it with data from the Detroit Standard Metropolitan Statistical Area, and evaluates its potential use to forecast UI benefit amounts, UI insured unemployment, and UI exhaustions. It further uses the model to analyze policy issues relating to UI and to simulate alternative UI systems which could be created by revising the provisions of the existing UI system. A set of seven recursive equations links the UI policy variables to the variables which represent supply and demand in the labor market, with special attention being given to the specification of the pivotal equations for insured unemployment and UI exhaustions. An analysis of these equations indicates that the chances of a worker finding a job diminish rapidly the longer the worker has been unemployed, and that UI leads to a small increase in the average duration of unemployment, but that the increase has only a small effect on the aggregate unemployment rate. Five alternative UI systems are simulated, each created by revising one of the key provisions of the existing law. The simulations are related to the determination of optimal UI policies. (Author/JR)

ED 109 400 95 CE 004 234

Cashman, John R. Mattson, Robert E.

The Vermont Survey of Employer Receptivity to Wage Subsidy Programs in the Private Sector.

Vermont State Employment Service, Montpelier. Dept. of Employment Security.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-48-70-30-19

Pub Date Dec 74

Note—126p.; For related documents, see ED 094 252-265 and CE 004 235

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Employees, *Employer Attitudes, Employer Employee Relationship, Employers, Employment, *Employment Programs, *Guaranteed Income, Industrial Relations, Interviews, Labor Market, Manpower Utilization, Occupational Surveys, Questionnaires, *State Surveys, Surveys, Tables (Data), *Wages

Identifiers—Vermont, *Wage Subsidies

The Vermont study details employer responses to a two-phase survey designed to gauge employer receptivity to the use of wage subsidies in the private sector. The "mail survey" obtained from a sample of 1,084 employers (of whom 71% responded) elicited responses to a limited number of questions, while the "face-to-face survey" asked a much greater number of more in-depth questions of a sample of 269 employers (of whose responses 249 were usable). The study details conditions under which employers would be willing to participate in a wage subsidy program (worker characteristics, job characteristics, subsidy characteristics, post-subsidy commitments, administrative considerations, training concerns, and supportive service concerns), characteristics of firms willing to participate (types, sizes, and occupational makeup), and judgmental aspects of wage subsidy programs (bidding process effectiveness, internal labor market considerations, competitive advantage, and net increase in jobs). Survey data are displayed in 36 tables and the survey instruments are appended. (Author/JR)

ED 109 401 CE 004 235

Cashman, John R. Mattson, Robert E.

Long Term Follow-Through of Participants in the Vermont Experimental and Demonstration Project.

Vermont State Employment Service, Montpelier. Dept. of Employment Security.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-48-70-30-18

Pub Date Dec 74

Note—67p.; For related documents, see ED 094 252-265 and CE 004 234

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Disadvantaged Groups, Economically Disadvantaged, *Employment Programs, Followup Studies, Job Training, *Longitudinal Studies, Low Income Groups, Manpower Utilization, Pilot Projects, Program Evaluation, State Surveys, Tables (Data), *Underemployed, *Unemployed, *Welfare Recipients

Identifiers—Special Work Project, SWP, Vermont

The report describes a Vermont project begun in 1970 and designed to assess the long term value of the Special Work Project (SWP), or Public Service Employment, as a vehicle for providing transitional employment to unemployed members of low income families with children receiving public aid. The study attempted to contact and interview the 609 participants who had completed or terminated Special Work Training prior to June, 1973, in order to determine their employment status and public aid recipient status at 9, 12, 18, 24, and 30 months subsequent to SWP. At each follow-through contact, completers were significantly more likely to be employed than were terminators (69% of completers versus 44 percent of terminators). Among all 486 trainees located and interviewed, there was a significant decrease in persons receiving public assistance, from 58 percent to 32 percent, between the time of entry into SWP training and the follow-through contact nine months subsequent to training. The study also describes hourly wage experience over time, types of employment, characteristics of trainees, and trainees' perception of project value. Twenty-two detailed tables are included, and additional project data is appended. (Author/JR)

ED 109 402 CE 004 236

Career Education: The State of the Scene.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Nov 74

Note—274p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, *Career Education, Directories, Educational Philosophy, Educational Policy, *Educational Programs, Educational Research, Elementary Secondary Education, Instructional Materials, *National Surveys, Occupational Guidance, Post Secondary Education, Program Development, Program Evaluation, *Resource Guides, Resource Materials, School Community Relationship, *State Programs

The resource guide for career education opens with discussions of the need for career education and a general introduction to the field. One-third of the guide is a State-by-State survey of career education efforts which contains each State's definition of career education, developmental activities, places to look at, publications, and the name and address of the State coordinator of career education. The guide describes in detail three career education programs (Cashmere, Washington; Mesa, Arizona; and Memphis, Tennessee) at the K-12 level and discusses teacher creativity, counseling and guidance, community and parental involvement, and evaluating career education programs. At the post-secondary level, the guide describes projects in six categories: consultant services; colleges and universities; "career counseling"; serving specific target groups; "non-institutional"; and institution-based serving a constituency outside the institution. The guide further provides suggestions for business, industry, professional, and government involvement in career education. A 27-page section on resource materials provides general references, sources of information, curriculum materials, evaluation materials, and resource information on career education projects. A brief concluding section states questions of concept, value, policy, implementation, evaluation, and research in career education. (JR)

ED 109 403 CE 004 237

Sprengel, Donald P. Tomey, E. Allan
Youth Training in the Private Sector: A Model for Implementation.
 Saint Louis Univ., Mo. Center for Urban Problems.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-42-29-72-07-1

Pub Date Jun 74
 Note—173p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Cooperative Programs, Dropouts, Educational Programs, Models, On the Job Training, Program Administration, *Program Descriptions, Program Design, Program Development, Program Evaluation, Resource Guides, *Resource Materials, Secondary Education, Student Employment, Training Objectives, *Urban Youth, *Vocational Education, Work Experience Programs, *Work Study Programs, Youth Programs

Identifiers—New York City, VEPS, Vocational Exploration In Private Sector Program, Youth Training In The Private Sector Model

The report describes the development of the Youth Training in the Private Sector Model for conducting on-the-job training for high school age youth. It is based on a two-year study of the Vocational Exploration in the Private Sector (VEPS) Program in New York City, which placed potential dropouts in work/training positions in the private sector and paid a portion of their wages. The first section of the report examines the VEPS program, stating program objectives and describing, assessing, and discussing observed deviations from program guidelines for both of the program's two years. Section two of the report presents the recommendations for the Youth Training in the Private Sector Model with respect to: administrative structure and staff, selection of youth, job development and responsibility of private sector employers, pre-placement orientation, work training and experience, counseling and employer contact, and career exploration sessions. Over 100 pages of the report contain appended material covering a sample orientation program, a sample vocational exploration program, sample forms and materials, and a

bibliography of vocational exploration materials and equipment. (JR)

ED 109 404 CE 004 238

Wallace, Juanita D.

A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45.

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Pub Date Feb 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comparative Analysis, *Educational Assessment, Educational Programs, *Evaluation Methods, *Program Evaluation, Research Projects, Secondary Education, *Vocational Education

Identifiers—Rays Self Checklist of Quality Voc Tech Programs, Site Visits, Tennessee

The study compares two methods of evaluating vocational programs in Tennessee: an on-site instrument used by the Tennessee State Division of Vocational Education and a self-evaluation method using Ray's Self-Checklist of Quality Vocational-Technical Programs. The study evaluates vocational programs in office occupations and distributive, agricultural, trade and industrial, and home economics occupations education in 18 schools in 13 county and one city school system in Tennessee. On-site evaluation data were converted to numerical ratings according to the 60 elements of the Ray instrument by a panel of experts and were statistically compared, element by element, to numerical ratings on the Ray instrument completed by the local school professionals. Since the professionals and the panel of experts agreed on only 3 of the 60 elements, the study concludes (among other things) that information obtained from currently used instruments for on-site evaluations by visiting teams was not adequate to determine relative quality of vocational-technical programs. Several recommendations for improving the Ray instrument as a profitable evaluation device are included. Ten pages of appendixes include Ray's components for quality vocational-technical programs, the Ray Self-Checklist, and a Tennessee map of school systems involved in the study. (JR)

ED 109 405 CE 004 239

Mason, Robert C.

The Evaluation of Adult High Schools: An Engine for School Improvement.

Pub Date 9 Apr 75

Note—23p.; Paper presented at the annual meeting of the North Central Association of Colleges and Schools (80th, Chicago, Illinois, April 9, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Education, Adult Learning, *Educational Improvement, Educational Needs, *Educational Philosophy, Higher Education, In-service Education, Literature Reviews, Professional Education, Professional Occupations, Professional Personnel, Professional Training, Refresher Courses, Speeches

Identifiers—North Central Association

In order to ensure that man keeps step with the changes in the world it is necessary to continue the learning process throughout adulthood. Although many authorities see obsolescence as the only alternative to continuing education, some authorities and professions are beginning to speak of mandatory adult education. Since adult education is based on the precept of the adult learner as a volunteer, the basic philosophy of adult education is attacked when it becomes compulsory. Furthermore, regulation raises questions of who will regulate and what criteria will they use. Whether compulsory or not, however, there is a need for the revitalization of adult education, a process which will have to originate in the education profession. To this end the North Central Association's standards for adult high schools provide a step in the right direction. Now, when elementary and secondary school enrollments are dropping, it might be opportune to deflect some educational resources into adult continuing education rather than have the funds eliminated from educational budgets. Although the task of continuing education for adults may forever remain unfulfilled, all educators must do

everything in their power to help adults meet their educational needs now and in the future. (JR)

ED 109 406 95 CE 004 240

Follow-Up Survey of 1974 Graduates; Career Education Project.

State Fair Community Coll., Sedalia, Mo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Employment Statistics, *Followup Studies, *Graduate Surveys, *High School Graduates, Occupational Guidance, Post Secondary Education, Secondary Education, Statistical Data, *Tables (Data), Vocational Counseling, Vocational Education

Identifiers—Missouri

The report describes a follow-up telephone survey of occupational/educational information of 860 1974 high school graduates from a three-county ten-school district area in mid-Missouri, taken nine months after graduation. In most cases the guidance counselor contacted the graduates, their parents, or reliable relatives or friends and completed the survey instrument. In all, 834 (96.98 percent) of the graduates responded; of these, 50.1 percent were employed, 48.6 percent were continuing their education in a postsecondary institution, 4.5 percent were in the armed forces, 4 percent were homemakers, and 6.3 percent were unemployed or seeking employment. A higher percentage of the males than the females were employed; a higher percentage of the females than the males were continuing their education. Most employed graduates indicated they were trained on the job; only 16 percent stated that their high school trained them for their employment. Of the 108 respondents who had registered with their school placement service, only 7.9 percent indicated that it (or their guidance counselor) helped them find employment (53.3 percent stated they had not been helped to find employment). Twenty-two pages of appendixes include a list of participants in a follow-up workshop, the telephone survey form, the follow-up results of one of the 10 schools surveyed three months after graduation, a list of employers of the 1974 graduates, and a list of postsecondary institutions attended by the graduates. (JR)

ED 109 407 CE 004 242

Employment in the Broadcasting Industry: 1974.

Federal Communications Commission, Washington, D.C. Broadcast Bureau.

Pub Date Mar 75

Note—764p.; Best copy available, not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.23 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, *Broadcast Industry, *Employment Patterns, *Employment Statistics, Females, Males, *Minority Groups, National Surveys, Negroes, Spanish Americans, State Surveys, Statistical Surveys, *Tables (Data)

Arranged alphabetically by State and by communities within each State, the 1974 report contains employment information on all broadcast units licensed by the Federal Communications Commission with more than 10 full-time employees. The report includes separate entries for the number of full-time and part-time employees, with full-timers being further classified according to higher pay (officials, professionals, technicians, sales workers, and skilled craftsmen) and lower pay (office and clerical workers, semi-skilled operatives, unskilled laborers, and service workers). Total employment figures for the years 1971 to 1974 also appear, as do statistics on the number of women and minority group employees (Negro, Oriental, American Indian, and Spanish-surnamed American). At the end of each State listing is a State summary for all units with more than 10 full-time employees. (JR)

ED 109 408 95 CE 004 243

Beavers, Irene Keller, Susan M.

Identification of Tasks in Home Economics Related Occupations: Care/Development of Children.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State

Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—121p.; For related documents, see CE 004 244-246

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Child Care Occupations, Child Care Workers, Child Development Specialists, Child Rearing, Cluster Analysis, Cluster Grouping, Matrices, Occupational Home Economics, *Occupational Information, Statistical Data, *Statistical Studies, Statistical Surveys, *Tables (Data), *Task Analysis, Task Performance

The study of task identification in child care and development presents statistical correlations of task performance frequencies obtained by questionnaire in 21 task clusters for the occupations of day care mother, foster parent, houseparent, nursery school/day care center director/teacher, and nursery school/day care center teacher aide/assistant. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. Two-way matrices correlate task information for all five occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of overall mean frequency scores. A two-page bibliography is included together with five appendices, which provide a list of resource personnel, a task checklist and instruction sheet, personal descriptive data of employee in the five occupations, mean frequency tables for task clusters by individual occupations, and alternate job titles by occupations. (JR)

ED 109 409 95 CE 004 244

Hughes, Ruth P. And Others

Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—109p.; For related documents, see CE 004 243 and CE 004 245-246

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Cluster Analysis, Cluster Grouping, Design Needs, Furniture Arrangement, *Interior Design, Interior Space, Lighting, Matrices, Needle Trades, Occupational Home Economics, *Occupational Information, Space Utilization, Statistical Data, *Statistical Studies, Statistical Surveys, *Tables (Data), *Task Analysis, Task Performance, Thermal Environment

Identifiers—Drapery Makers, Floor Mechanics, Upholsterers

The study of task identification in interior design and furnishings presents statistical correlations of task performance frequencies obtained by questionnaire in 16 task clusters for the occupations of assistant interior designer, floor mechanic, upholsterer, and drapery maker. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. Two-way matrices correlate task information for all four occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of overall mean frequency scores. A two-page bibliography is included together with six appendices, which provide a list of resource personnel, a task checklist and instruction sheet, personal descriptions of data of employees in the four occupations, mean frequency tables for task clusters by individual occupations, alternate job titles by occupations, and mean frequency tables for task clusters for the four occupations. (JR)

ED 109 410 95 CE 004 245

Sands, Billie Lou Clausen, Dorothy Lee

Identification of Tasks in Home Economics Related Occupations: Clothing, Apparel, and Textile Services.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—122p.; For related documents, see CE 004 243-244 and CE 004 246

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Clothing Maintenance Specialists, Cluster Analysis, Cluster Grouping, Matrices, Occupational Home Economics, *Occupational Information, *Seamstresses, Sewing Machine Operators, Statistical Data, Statistical Studies, Statistical Surveys, *Tables (Data), *Task Analysis, Task Performance

The study of task identification in clothing, apparel, and textile services presents statistical correlations of task frequencies obtained by questionnaire in six task clusters for the occupations of fabric specialist, tailor, alteration specialist, dry cleaner, launderer, and clothing apparel and textile service occupations. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. A two-way matrix correlates task information for all six occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of overall mean frequency scores. A four-page bibliography is included together with eight appendices which provide letters of transmittal, the task checklist questionnaire for each occupation, tables on schooling and training levels for each occupation and on the rank, mean range, standard deviation, and variance for each cluster in each occupation, descriptors used in an ERIC search, job opportunities in clothing apparel and textile services, an Iowa congressional map, a list of resource people, and additional task lists. (JR)

ED 109 411 95 CE 004 246

Beavers, Irene And Others

Identification of Tasks in Home Economics Related Occupations: Institutional and Household Maintenance.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—176p.; For related documents, see CE 004 243-245

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Cluster Analysis, Cluster Grouping, Homemaking Skills, *Maids, Matrices, Occupational Home Economics, *Occupational Information, Service Occupations, Statistical Data, *Statistical Studies, Statistical Surveys, *Tables (Data), *Task Analysis, Task Performance

The study of task identification in institutional and household maintenance presents statistical correlations of task frequencies obtained by questionnaire in 10 task clusters for the occupations of executive housekeeper, supervising housekeeper, housekeeping director, custodian, homemaker/home health aide, hotel/motel housekeeping aide, nursing home housekeeping aide, hospital housekeeping aide, and residential maid. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. Two-way matrices correlate task information for all nine occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of overall mean frequency scores. A two-page bibliography is included together with five

appendices, which provide a list of resource personnel, a task checklist and instruction sheet, personal descriptive data of employees in the nine occupations, mean frequency tables for task clusters by individual occupations, and alternate job titles by occupations. (JR)

ED 109 412 CE 004 247

A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit.

Illinois Junior Coll. Board, Springfield.; Illinois State Board of Higher Education, Springfield.

Pub Date Feb 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Standards, *Accreditation (Institutions), *Adult Education, Adult Education Programs, College Credits, Criteria, Educational Programs, *Guidelines, Noncredit Courses, Program Planning, Recordkeeping, *Statewide Planning

Identifiers—CEU, *Continuing Education Unit, Illinois

Subscribing to the national CEU (Continuing Education Unit) system, the document translates the national guidelines into concrete institutional plans for the State of Illinois. It is intended for use by any organization in Illinois which offers non-credit continuing educational experiences and which is interested in awarding continuing education units for those experiences which meet the criteria and guidelines included. Topics presented are: the resolution adopting the statewide plan; the resolution regarding uses of CEU for data collection; the official definitions of the term Continuing Education Unit; criteria for awarding continuing education units; and operating guidelines. Members of the Illinois Statewide CEU Conference Planning Committee and the Illinois Statewide CEU Task Force are listed. A resolution recommending the establishment of a centralized record system concludes the document. Appended is a sample institutional request form for the awarding of the continuing education unit. (NH)

ED 109 413 CE 004 248

Continuing Education Unit; Selected Conference Proceedings (Springfield, Illinois, September 19-20, 1974)

Illinois Junior Coll. Board, Springfield.; Illinois State Board of Higher Education, Springfield.

Pub Date 20 Sep 74

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Standards, *Accreditation (Institutions), *Adult Education Programs, Computer Storage Devices, Conference Reports, Data Bases, Educational Philosophy, Electronic Data Processing, Higher Education, Information Storage, *Noncredit Courses, *Recordkeeping, Records (Forms), State Programs

Identifiers—CEU, *Continuing Education Unit, Illinois, Iowa

The conference proceedings, dealing with the Continuing Education Unit (CEU), contain the following papers. Introduction, David L. Ferris; The History and Philosophy Behind the CEU, William L. Turner; The Iowa Experience—From the State, Don McGuire; The Iowa Experience—From the University, Jack Huttig; A Computer Based CEU Retrieval System; James H. Ollar; A Discussion of the Issues—From the University, Wendell Harris; A Discussion of the Issues—From the Accrediting Associations, Robert Kirkwood; and Recognition and Record Keeping in Non-Credit Adult, Extension, and Continuing Education—an Information Paper, The Federation of Regional Accrediting Commissions of Higher Education. Also included are: the letter of invitation, by David L. Ferris, the program, the roster of speakers, the roster of participants at the Invitational Statewide Conference on CEU, and a list of the Illinois Statewide CEU Taskforce members. An appendix describes the CEU recording system and provides the sample forms used at the University of Iowa. (JR)

ED 109 414 CE 004 249

Harris, Robert C. Hodgson, Carol A. Assessment of Cooperative Education by Former Students and Participating Employers. [Indiana].

Pub Date 74

24 Document Resumes

Note—15p.; Presented at the American Vocational Association Convention (New Orleans, Louisiana, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cooperative Education, *Cooperative Programs, Educational Programs, *Employer Attitudes, Employment Experience, Employment Patterns, Employment Trends, High School Graduates, Instructor Coordinators, *Participant Satisfaction, Personnel Evaluation, *Program Evaluation, School Industry Relationship, Secondary Education, State Surveys, Wages, Work Experience Programs

Identifiers—ICE, Indiana, Interdisciplinary Cooperative Education

The study evaluates the Interdisciplinary Cooperative Education (ICE) approach to cooperative education in 54 schools in Indiana. Data for the study were obtained by means of two mailed instruments: one administered to 1,032 cooperative program graduates in May 1974, and the other to 677 employers in June 1974. The respective returns were 59.1% and 75.9%. Graduate information was calculated and tabulated with respect to employment status, mobility and migration, employment profile, wages, preparation for employment, most beneficial contribution of the program, teacher coordinator characteristics, and recommendability of the program to others for the program areas of agribusiness, office, distribution, health, home economics, trade and industry, and interdisciplinary. Employer information was likewise calculated and tabulated with respect to employment setting, assessment of student trainee, preparedness of student trainee, cooperative education processes, employer's views of coordinator's expertise, and employer's assessment of program. The data emphasize the important role of the coordinator in the cooperative program and the exceptionally high level of acceptance of the cooperative education method. (JR)

ED 109 415 CE 004 250

Lyon, Robert

Real Estate Education in Community Colleges: The Texas Experience.

Texas A and M Univ., College Station. Texas Real Estate Research Center.

Pub Date Dec 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Adult Students, Certification, College Students, *Community Colleges, *Credit Courses, Educational Programs, Evening Students, Junior Colleges, Middle Aged, Part Time Students, Post Secondary Education, *Real Estate, State Licensing Boards, *State Surveys, *Student Characteristics

Identifiers—Texas

The paper describes courses and enrollments for the 43 Texas community colleges offering real estate courses during the 1973-74 school year. The most frequently offered courses were principles, appraisal, finance, law, practice, and brokerage. Results of questionnaire surveys of the 43 community colleges indicate a larger part-time enrollment by older adult students for reasons other than acquiring a degree or transferring to a four-year school. They also suggest that taking a course for credit confers a higher degree of professionalism on the individual than the same course offered in a credit-free or noncredit environment. The findings of a 1973-74 survey of San Jacinto College suggest a high enrollment of students in the mid-to-late 40's in courses to study for the State real estate license examination, for investment knowledge, or in anticipation of a second career upon retirement. It also appears that the prime reason for students' enrolling in the real estate principles course is to prepare them to pass the State examination. Forms, course data, the survey instrument, and printouts of their results appear in appendices, which comprise nearly half of the paper. (JR)

ED 109 416 CE 004 251

Steeb, Ralph V.

A Guide to Preparing Educational Specifications for Secondary Industrial Arts Facilities. Monograph No. 1.

American Council of Industrial Arts Supervisors, Washington, D.C.

Pub Date 74

Note—36p.

Available from—Industrial Arts-ACIAS; Capitol Complex; Building B, Room B-318; Charleston, West Virginia 25305 (1-9 copies \$2.50 each, 10 or more copies \$2.25 each)

Document Not Available from EDRS

Descriptors—*Architectural Programing, Classroom Furniture, Design Needs, *Educational Facilities, Equipment, *Facility Guidelines, Facility Planning, *Industrial Arts, Industrial Education, Interior Design, School Architecture, *School Shops, School Space, Secondary Education, Space Utilization, Spatial Relationship, Trade and Industrial Education, Vocational Education

The guide describes procedures for designing secondary industrial arts facilities based on careful scrutiny of the educational program which the facilities are intended to serve. It offers a four step general outline for planning such facilities and discusses in detail the following considerations with respect to writing subject area specifications: philosophy, instructional program, space needs, equipment (occupying floor space), classroom furniture, built-in storage, special considerations (climate control, acoustics, aesthetics, utilities), space relationships, and equipment location. Six bubble diagrams of sample industrial arts program layouts are included. (JR)

ED 109 417 CE 004 254

Maley, Donald

Cluster Concept in Vocational Education.

American Technical Society, Chicago, Ill.

Pub Date 75

Note—234p.

Available from—American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 (\$6.50)

Document Not Available from EDRS

Descriptors—Career Choice, Career Planning, Employment Opportunities, Instructional Programs, *Occupational Clusters, Occupational Guidance, *Occupational Information, Post Secondary Education, Program Design, *Program Development, Program Evaluation, Program Planning, Secondary Education, *Vocational Development, *Vocational Education, Vocational Education Teachers

The cluster concept in vocational education addresses itself to issues of: job-entry preparation; geographic and occupational mobility; optimum employability for young adults; the processes by which occupational or career decisions are made; worker adaptability in a rapidly changing labor market; and the effects of continuous education on career ladders. Essential differences between a cluster concept vocational program and the traditional vocational program reflect the stress on breadth of preparation bridging over into skills and information for a series of related occupations versus depth in a single occupational category. Chapters 1 and 2 present basic ideas and rationale for the cluster concept in vocational education, while Chapter 3 emphasizes pyramidal and vertical-hierarchical structure patterns of cluster organization, as well as descriptions of specific programs throughout the nation. Chapter 4 deals with physical facilities and instructional patterns for cluster programs and is followed in Chapter 5 by a comprehensive presentation of the cluster concept developed at the University of Maryland. Chapters 6 and 7 deal with vocational education teacher recruitment and preparation for the cluster concept and cluster concept program evaluation. The concluding summary chapter highlights possible concerns of school systems in planning and implementing a cluster concept program.

ED 109 418 95 CE 004 255

Kaufman, Jacob J. Sumansky, John M.

Manpower Planning, Occupational Education, and the Decision to Participate in the Labor Force. DASP Technical Paper No. 2.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—DASP-Tech-P-2

Pub Date 74

Contract—NE-C-003-0069

Note—95p.; For related document, see CE 004 218

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Educational Planning, Employment Patterns, Employment Trends, Entry Workers, Job Market, *Labor Force, Labor Market,

Literature Reviews, *Manpower Development, Manpower Utilization, Negro Employment, Occupational Aspiration, *Participant Characteristics, Reports, Sex Discrimination, *Socioeconomic Influences, Spanish Americans, Vocational Education, Working Women

The report examines the multiplicity of factors which influence the labor market activity of the population and explores the implications of changes in those influential factors with regard to manpower and educational planning policy. The first section contains the introduction to the problem, summary of factors affecting labor force participation, and implications for manpower and occupational education planners. In the second section, the authors outline two alternative models of labor market functioning and present an historical accounting of manpower and educational planning. Some manpower forecasting methods are reviewed as attempts to understand labor force behavior over time. The third section reviews the literature with particular reference to factors influencing the work decisions of: (1) women (marital status, earnings, education, presence of children, school attendance, training, education, and labor demand), (2) whites and minority groups (Negro and Spanish American), (3) older persons, and (4) people of varying educational attainment. Labor force turnover is examined briefly and conclusions are drawn concerning those variables most influential in the decision to participate in the work force. Policy implications of changes in labor market behavior are explored in the context of manpower and educational planning. A bibliography and technical appendix complete the report. (Author/JB)

ED 109 419 CE 004 256

Morgan, Robert L. And Others

A National Survey of Problems in State Planning for Vocational Education. DASP Planning Paper No. 2.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—DASP-PL-PA-2

Pub Date 74

Contract—NE-C-003-0069

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Data Analysis, Data Collection, Educational Planning, *Educational Problems, *National Surveys, Questionnaires, *Statewide Planning, Statistical Surveys, Tables (Data), Vocational Directors, *Vocational Education

The study of problems in State planning for vocational education surveyed the vocational education directors in the various States and the District of Columbia to determine what were their major planning problems. The survey instrument consisted of three sections: time spent on planning (both in general and on the State Plan for vocational education), problems in vocational education planning, and identification of critical planning problems. It was administered to State directors in January 1973, and 33 useable questionnaires were completed. From the survey of time allocated to planning, the data indicate that overall State planning constitutes on the average about 20% of the total man-months available for all purposes, while State Plan developing takes only about five percent of available time. In addition, two distinct measures indicate that the most pressing problem facing State directors was the uncertainty of the availability of future fiscal resources. Clustering the States according to similarity of responses suggests that, holding percentage of total time spent on planning constant, those States which devote the least of their planning time to the State Plan and more time to State planning in general have the least severe planning problems. The 10-page survey instrument comprises an appendix. (Author/JR)

ED 109 420 CE 004 259

Gillie, Angelo C., Sr.

Principles of Post-Secondary Vocational Education.

Pub Date 73

Note—248p.; For related documents, see ED 083 417, 096 448, 097 443

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$13.95)

Document Not Available from EDRS

Descriptors—Community Colleges, Curriculum Planning, Educational Change, *Educational Needs, *Educational Principles, Job Training, Junior Colleges, Manpower Development, Occupational Guidance, *Post Secondary Education, Program Design, Program Development, Student Characteristics, *Subprofessionals, *Vocational Education

The book deals with postsecondary vocational education and the training of the middle-level worker and his occupational role in our society. It suggests that vocational schools and community colleges must combine in some kind of new institutional configuration and postulates an occupational core approach to vocational programs. The first part of the book attempts to provide a comprehensive description of vocational education and its overall role in education. Also included is an analysis of the role of the middle-level worker in society and a description of the paraprofessional. The second part looks at the important aspects of educating and training the middle-level worker, describes sources of education and training, and reviews the major characteristics of students who prepare for middle-level jobs. The third part shifts from present concerns to considerations for the future: curriculum planning, assessing the need for new programs, modernizing existing programs, selecting faculty and administrators, applying institutional research to curricula, utilizing vocational schools and community colleges, improving the status of occupational education, and statewide articulation and its relationship with State master planning. The book concludes with a plea for two-year colleges to become more occupation-oriented. (Author/PR)

ED 109 421 CE 004 260

Klevins, Chester, Ed.

Materials and Methods in Adult Education.

Pub Date 72

Note—373p.

Available from—Klevins Publications, 6500 Kelvin Avenue, Canoga Park, California 91306 (\$4.95)

Document Not Available from EDRS

Descriptors—*Adult Education, Adult Learning, Audiovisual Aids, Cultural Factors, Curriculum Development, Educational Innovation, *Educational Methods, Educational Objectives, Educational Technology, *Educational Trends, Individualized Instruction, Instructional Aids, Instructional Staff, Learning Laboratories, *Program Development, *Resource Materials, Veterans Education

Responding to the lack of relevant materials useful for practitioners of adult education, the editor has compiled a volume that reflects the current thinking of 38 adult educators regarding adult education methods and materials. Following an introductory section, the book is organized around five major areas: (1) curriculum development, (2) instructional process, (3) new aids to learning, (4) staff development, and (5) resourceful program development. Contributors to Section 1, on curriculum development, discuss: a model for program development, the relevant curriculum, meaningful objectives, criteria for judging materials and techniques, GED in adult education, and individual competence and community effectiveness. Section 2, on instructional process, deals with theories and adult learning, the nature of the culturally unique, "human relations" content of teacher training, individualized instruction, and veterans' programs. New learning aids. Section 3, includes discussion on educational technology, audiovisual media, learning laboratory approach, and applied research. Section 4, on staff development, focuses on self-evaluation, ABE guidance and counseling, paraprofessionals, and professionalism. The concluding section discusses changing adult education patterns, use of ERIC and other adult education resources, manpower programs, and libraries as a community resource. (EA)

ED 109 422 CE 004 261

Mathur, J. C.

Adult Education for Farmers in a Developing Society.

Indian Adult Education Association, New Delhi.

Pub Date Aug 72

Note—242p.

Available from—Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi, India (Paperback \$5.00; Hardbound \$7.00)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Adult Education, *Adult Farmer Education, Agriculture, *Developing Nations, *Educational Methods, Literacy Education, Mass Media, *Program Administration, *Program Coordination, Research, Systems Analysis, Trainers, Voluntary Agencies, Womens Education, Young Farmer Education

Identifiers—India

Based on the author's international observations and experiences in education, the book attempts to convey to educational policy-makers, administrators, and teachers, as well as adult educators in developing countries, the significance of the current agricultural break-through and the need and potential of adult education to farmers. Today's agriculture is a challenge as much to the intellect as to physical effort; consequently, education is germane to its progress. Drawing on experiences, particularly in India, the author discusses desirable principles in the methodology of educating adult farmers: (1) problem identification, (2) co-relation, (3) participational demonstration, (4) up-to-dateness, (5) equality in communication, and (6) continuing self-study. Individual chapters are devoted to topics of functional literacy, mass media, trainers' programs, women farmers and young farmers, a world university for farmers, research and universities, and voluntary organizations. The author stresses the need for mass media and literacy to function together and the need for functional literacy programs to be linked with forward-looking economic activity programs. Moreover, agricultural development calls for systems analysis, an analysis of interrelationships affecting agricultural development in a specific area. The concluding chapter focuses on unique trends and stages of rural development in India. (EA)

ED 109 423 CE 004 262

Woodruff, Robert R. Smith, James F.

T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training.

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Pub Date Nov 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aircraft Pilots, Aviation Technology, *Course Evaluation, Curriculum Development, Educational Technology, *Flight Training, Military Training, Post Secondary Education, *Simulators, Technical Education, *Training, *Undergraduate Study

Identifiers—*Air Force

The objective of the project was to investigate the utility of using an AF37A-T4G T-37 flight simulator within the context of Air Force undergraduate pilot training. Twenty-one subjects, selected from three undergraduate pilot training classes, were given contact flight training in a TP4G/EPT simulator before going to T-37 aircraft for further training. Fourteen of these subjects were also given instrument training in the T-4G/EPT before completing such training in the aircraft. The remaining seven subjects received instrument training in the UPT T-4 instrument and procedures trainer. A specially designed syllabus was used which incorporated batch training, proficiency advancement, and other revised instructional strategies. Check pilot scores for each of the instructional phases were used in comparing performances of the experimental subjects with those of the conventionally trained students. Results indicate devices having the capabilities of the T-4G could be used to achieve an average saving per student of three aircraft hours in contact flight training and ten hours in instrument training. Results also indicate a savings of eight aircraft hours could be achieved in instrument training by using the specially devised syllabus of instruction with existing T-4 instrument trainers. (Author)

ED 109 424 CE 004 269

Luft, Vernon D. Bender, Ralph E.

The Development of Guidelines for Recruitment Programs in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date [74]

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Agricultural Education, *Developmental Programs, *Guidelines, Higher Education, Questionnaires, Research Methodology, School Surveys, Secondary Education, Teacher Education, *Teacher Recruitment, Teacher Shortage, *Teacher Supply and Demand, *Vocational Agriculture Teachers

The shortage of teachers in vocational agriculture and the growing number of programs and students in vocational agriculture indicate the necessity of improved agricultural education recruitment programs. The major purpose of this study was to develop guidelines for teacher recruitment programs for use by university and State Departments of Agricultural Education throughout the country. The scope of the study examined methods of recruitment, their influence on students, student and educator opinions, and sources from which to recruit. Mail questionnaires were developed to collect data from head State supervisors of agricultural education, teacher educators of agricultural education, and students enrolled in agricultural education. Fifty State supervisor returns from the 50 States, 78 returns (95.1 percent) from teacher education departments, and 373 returns from students were received. The findings are summarized. Conclusions emphasized the teacher shortage and the importance of adequate vocational counseling and information in high school and college. Guidelines stressed the development and coordination of a recruiting program to assess all sources of recruitment. Recommendations called for studies to determine the most effective recruitment practices. (Author/JB)

ED 109 425 CE 004 270

Timmerman, William J. Doctor, Allan C.

Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded.

Quadco Rehabilitation Center, Inc., Stryker, Ohio.

Spons Agency—Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

Pub Date Sep 74

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Educational Research, *Employment Potential, Employment Qualifications, *Evaluation Methods, Interest Tests, Measurement Instruments, *Predictive Ability (Testing), Predictive Validity, Profile Evaluation, Standardized Tests, Testing, Testing Problems, Test Reliability, Test Results, *Test Reviews, Test Validity, *Trainable Mentally Handicapped

The research project's objectives were: survey of the field, development of new approaches and techniques, investigation of factors in the employment of the trainable mentally retarded (TMR), development of objective measurement of work adjustment behaviors, selective application of new methods, and development of a model vocational evaluation program for the TMR for training. The report reviews the current state of work evaluation for the TMR and research needs. A definition of terms and a bibliography for research are included. The section examining the use of standard tests reviews the validity of the various testing instruments. Work samples and rating scales are evaluated regarding their accuracy. Methodological questions are also raised regarding comprehensive test batteries and interest testing for complete profiles. A review of four articles discusses the TMR as workers. A summary reviews the preceding sections. The conclusions stress the need for reliable evaluation instruments, further development of the comprehensive test battery incorporating interest tests and sophistication assessment, and improving the rating scale for predicting vocational potential. It was found that standardized tests of aptitude, perception, and dexterity are of little benefit. The identification of test instruments used is appended. A bibliography and index are included. (JB)

ED 109 426 CE 004 271

Manpower Report of the President; Including Reports by the U. S. Department of Labor and the U. S. Department of Health, Education, and Welfare. Transmitted to the Congress April 1975.

Department of Health, Education, and Welfare, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 75

Note—332p.; For 1974 report, see ED 097 436

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$4.20)

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Annual Reports, Economic Change, Employment, Employment Opportunities, *Employment Statistics, *Employment Trends, Federal Legislation, *Federal Programs, Government Employees, Human Resources, Labor Economics, Labor Force, Manpower Development, *Manpower Utilization, Population Trends, Statistical Analysis, Tables (Data), *Unemployment, Veterans, Working Women

Identifiers—CETA, Comprehensive Employment and Training Act, Manpower Policy, *Manpower Programs, UI, Unemployment Insurance System, WIN, Work Incentive Program

The 13th annual manpower report reviews economic trends, manpower program resources, and new legislative developments dealing with unemployment and recessionary trends. Chapter 1 discusses the major economic developments during the year and the impact of unemployment on the labor force. Chapter 2 explores the role of public sector jobs in reducing the social and economic costs of unemployment. Chapter 3 focuses on recent demographic and social changes either reinforcing or discouraging women's labor force participation, sex/race discrimination, and special problems. Chapter 4 describes the prime sponsor activity in providing comprehensive manpower programs, in particular CETA (Comprehensive Employment and Training Act) and current and projected activities at the national level. Chapter 5 reviews the Unemployment Insurance (UI) system, Work Incentive Program (WIN), the employment services. Chapter 6 offers an interim report of recent research efforts measuring the employment impact of changes in government policy and expenditure levels. The subsequent section stresses the economic vulnerability of portions of the Vietnam-era veteran population (black, disabled). A report on facilities utilization and manpower program coordination under CETA concludes the document. Supporting statistical data comprise 150 pages of the appendix. (Author/JB)

ED 109 427

CE 004 272

Parks, James C. And Others

Career Education: A Report on a State-Funded In-Service Education Project Conducted by the Louisiana State University College of Education and School of Vocational Education. Research Report. Vol. 4, No. 4.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date Jul 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Course Evaluation, *Inservice Teacher Education, Participant Characteristics, Participant Satisfaction, *Questionnaires, *Teacher Attitudes, Teacher Workshops

The report provides statistical data on the evaluation of an in-service career education workshop. The workshop comprised five content sessions dealing with: concepts and applications of career education to public schools; application of career education to public education and to teacher preparation; career education concepts and applications to public education; consultation with faculty about career education; and career education in Atlanta, Georgia, and in teacher education at Valdosta State College. Participants in the workshop completed an evaluation form (included in the report) which recorded demographic information on the participants and participants' opinions of the content sessions. It also asked whether the participants would, as a result of the workshop, re-examine their attitudes toward career education, their teaching methodologies, and their goals for education. The report concludes with a summary of selected workshop outcomes and other related activities. (PR)

ED 109 428

95

CE 004 273

Boss, Richard D. And Others

Review and Synthesis of Job Placement Literature: Volume 1 of a Research Project to Develop a Coordinated Comprehensive Placement System.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Planning, College Bound Students, Dropouts, Educational Opportunities, Employment Services, Females, Guidance Objectives, Guidance Programs, *Guidance Services, *Job Placement, *Literature Reviews, Minority Groups, Models, Noncollege Preparatory Students, Rural Youth, Student Placement, Vocational Counseling, Vocational Development, *Youth Employment, Youth Problems

The five-part document reviews the literature of job placement and the relationship between youth and employment—the barriers, services, and specific needs. The first part discusses in particular the importance of the work role, the preparation of youth for employment, and the methods used to secure work as these affect youth's entry into the labor market. In part 2, the placement needs of youth are examined in terms of unemployment, educational opportunities, career planning, and job seeking skills. Specific youth groups are discussed regarding the unique factors affecting youth's abilities to enter an occupational role. The groups are: women (in particular, the minorities), rural youth, dropouts, college bound, and noncollege bound students. Specific problems, possible educational pathways for job preparation, surveys of current vocational guidance programs, and recommendations for vocational guidance are discussed for each group. In part 3, components of the guidance system through a literature survey of educational and guidance services are presented. In part 4, the family, school, and government as providers of placement services are reviewed. In part 5, the exemplary models of placement services are presented. A summary of the current status of career guidance of youth and a bibliography are included. (Author/JB)

ED 109 429

CE 004 274

York, Edwin

Doctoral Dissertations Concerning Career Education, 1960-1971.

New Jersey Occupational Resource Center, Edison.

Pub Date May 72

Note—32p.

Available from—New Jersey Occupational Research and Development Resource Center, Edison Building 871, R.M.C., Plainfield Avenue, Edison, New Jersey 08817 (No price listed)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement Tests, *Bibliographies, *Career Education, Counseling, Curriculum, *Doctoral Theses, Educational Programs, Evaluation, Guidance Personnel, Instructional Materials, Job Analysis, Schools, Student Characteristics, Teacher Education, Tests, Units of Study (Subject Fields), Vocational Development, Vocational Education, Vocational Interests, Work Attitudes

The document lists 781 dissertations for 55 subject areas. Recorded in parentheses are the number of dissertations to be found in each category: achievement prediction (34), administration (5), adults (7), agricultural education (43), apprenticeship (6), area vocational schools (3), basic education (2), business education (18), career development (52), career exploration programs (57), communication (5), community colleges (5), consumer affairs (7), cooperative education (5), cost-benefit analysis (5), counseling programs (45), curriculum (15), decision making (2), distributive education (3), educational change (6), evaluation (23), facility planning (3), guidance counselors (14), health occupations (9), home economics (27), individualized instruction (3), industrial arts (16), job analysis (18), job placement (9), leadership (9), multimedia instructional materials (15), planning (2), post-

secondary vocational education (3), programed instruction (10), reading (3), research and residential programs (4), safety (3), self concept (9), simulations (6), student characteristics (40), teacher education (22), teachers (7), technical education (16), tests (11), unemployment (2), vocational education (5), vocational guidance (13), vocational industrial education (18), vocational interests (41), vocational rehabilitation (18), work attitudes (33), work performance (21), work setting (9), and work study programs (11). Also included is an authors list with the appropriate document number needed for ordering. (BP)

ED 109 430

CE 004 275

Sackison, Robert W. Olson, LeVene A.

Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials.

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Pub Date Mar 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, *Annotated Bibliographies, *Audiovisual Aids, Career Awareness, *Career Education, Early Childhood Education, Elementary Education, *Elementary Secondary Education, Instructional Materials, Junior High Schools, Multimedia Instruction, Publications, *Resource Guides, Resource Materials, Secondary Education

The annotated bibliography lists some of the commercially produced kindergarten to adult career education materials available from manufacturers. The materials are listed according to level and type of media. Kindergarten through elementary school materials are organized as follows: multimedia, filmstrips, cassettes or records, 16mm films, 8mm film loops, and printed materials. Junior high through adult materials are grouped according to: multimedia, filmstrips, cassettes or records, 16 mm films, 8mm film loops and 35 mm slides, and printed materials. All materials are current as of March 1975, and efforts have been made to delete materials which would appear dated to the user. Annotations give the name of the manufacturer, specific title of the material, educational purpose, and a brief description of hardware and/or software included or available. Entries in the publication are coded according to material and grade levels for easy identification. Appended is a list of codes used for manufacturers. (BP)

ED 109 431

CE 004 276

Smedley, Rande H. Olson, George H.

Graduate Follow-Up Studies: How Useful Are They?

Pub Date 75

Note—28p.; Paper presented at the Annual meeting of the American Educational Researchers Association (Washington, D. C., April 1, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comparative Analysis, Curriculum Planning, Decision Making, *Followup Studies, *Graduate Surveys, Longitudinal Studies, *Relevance (Information Retrieval), Research Methodology, *Statistical Bias

Follow-up surveys may fall prey to several sources of bias and error, among them lack of control over independent variables, lack of item validity and reliability, sampling biases, and observation bias. Two follow-up studies have been dissected to expose inherent limitations: the Texas Education Product Study (TEPS) and Project TALENT. The majority of the follow-up studies (i.e., studying graduates of a previous year) conducted fail to provide adequate information on which curriculum construction and planning can be based. Input is needed to aid in decision-making, however, and the best method readily available to provide this input is the follow-through approach (i.e., identifying a current class of students and following them beyond graduation). This approach comes closer to providing meaningful input by exercising, to some extent, a method of measuring relevant independent variables. Follow-up surveys, as they are commonly practiced, are not worth the time and effort spent conducting them. Follow-through surveys come much closer to producing information relevant to the relationships of concern to decision-makers and therefore prove much more worth the time

and effort invested in using this approach. (Author/PR)

ED 109 432 CE 004 277

Brandon, George L., Ed.

A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education. Writings of Graduate Students: II.

Pennsylvania State Univ., University Park. Dept. of Vocational Education. Pub Date May 75

Note—191p.; Vocational-Technical Education Departmental Report, Volume 13, Number 3

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Administrative Problems, Authoritarianism, Career Change, Career Education, Community Colleges, Cooperative Education, Educational Attitudes, Educational Equality, Feminism, Foreign Countries, *Fundamental Concepts, *Graduate Students, Performance Based Education, *Student Research, Teacher Education, *Technical Education, *Vocational Education, Vocational Education Teachers

Identifiers—*Readings (Collections)

The publication is a collection of articles by graduate students dealing primarily with the issues and concerns of vocational and technical education. The articles and their authors are: A New Wrinkle in Cooperative Education, Donald E. Evans; Characteristics of Mid-Career Changers, Howard Markle; CBE: Panacea or Business as Usual?, Gerald Funk; "Co-op" for Co-op Coordinators, Gregory W. Gray; Decisions and Systems—The Administrator's Dilemma, Fred L. Bierly; Initiative in Teacher Education: Time is Running Out, Kurt Eschenmann; New Twists and Modernization: "Rip-offs" to Vocational Tradition, Edgar Farmer; Womens' Rights and Changes in Vocational Education, Chester P. Wichowski; Crossing the Bridge to the World of Work, Joseph P. Saam; Deliberation: Intimations of Immorality From Recollections of Early Childhood, Charles Simcox; Disadvantaged Students Are Included Too, Charles Eisentrout; Equalitarianism via Post-Secondary Vocational Education, Thomas C. Cooke; Occupational Information via TV? Some Strong Possibilities, Nancy Gilgannon; Soviet and American Attitudes: An Observation and Commentary, Jerome J. Kapitanioff; and Why Vocational Education Should be Offered in the Community Junior College, Edward Mann. (PR)

ED 109 433 CE 004 278

Electronics Technology Curriculum Development Project (ETCDP): Report.

Illinois Univ., Urbana.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GY-6182

Pub Date 71

Note—410p.

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

Descriptors—Audiovisual Aids, Computer Assisted Instruction, Computer Science, *Curriculum Development, *Curriculum Guides, *Electric Circuits, Electromechanical Technology, Electronic Equipment, *Electronics, Electronic Technicians, Engineering Technology, Individualized Instruction, Instructional Materials, Instructional Technology, Performance Criteria, Post Secondary Education, Teaching Methods, *Technical Education

The report describes in detail the Electronics Technology Curriculum Development Project, a two-year electronics technology program with six core courses (three in circuit analysis and three in fundamentals of electronics) and an introduction to electronics technology course. Two chapters present the operation, scope, and objectives of the project and include discussions of the curriculum structure and its supporting philosophy. Three chapters (140 double-column pages) comprise a curriculum guide for the seven courses. Three more chapters (100 pages) deal with instructional methods and materials, including the use of media, audio-visual instruction, and the use of computers and calculators. There is a chapter on facilities, instruments, and equipment providing price ranges, minimum specifications, and guidelines for selection. A chapter of suggestions and recommendations treats: adapting the curriculum to a four-semester instead of six-quarter program; expected level of student performance; and miscellaneous suggestions arising

from the project. Appendixes provide information on: relevant conferences; sources of audio-visual instructional materials; and suggested texts. (PR)

ED 109 434 95 CE 004 279

PACE Center: A Mobile Career Information and Exploration Center.

Bingham County Career Education, Blackfoot, Idaho.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—52p.; For related documents, see CE 004 280-281 and CE 004 340

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Education, *Career Exploration, *Career Planning, Decision Making, *Grade 10, Instructional Materials, Interest Scales, *Mobile Educational Services, Mobile Laboratories, Multimedia Instruction, Occupational Information, *Programmed Materials, Secondary Education, Self Evaluation, Vocational Counseling, Vocational Interests

Identifiers—Idaho (Bingham County), PACE, Programmed Activities for Career Exploration

An innovative component of the Federally-sponsored Bingham County career education project is the Programmed Activities for Career Exploration (PACE) Center, a mobile unit offering programmed student activities to assist individual students in career planning. The mobile center visits each high school in the county; the sophomore year is selected as the target grade for the career exploration activities, which are limited in size to groups of 12. A variety of media formats geared to a wide range of academic capabilities (sound filmstrips, taped interviews, microfilm, books, and pamphlet files) are available to students in separate learning stations. The program consists of six components: (1) interest identification (Kuder E General Interest Survey), (2) exploration activities (exploration of 15-20 occupations), (3) self-appraisal activity, (4) decision-making activities (identification of the career that is of most interest to the individual), (5) career planning (in the PACE center or in small groups), and (6) career guidance (continuing contact between student and counselor). The report also discusses administrative details of the program such as scheduling, staff, budget, and physical facilities. More than two-thirds of the document consists of supplementary exhibits within the appendixes—information and worksheets, PACE questionnaire, facility layouts, equipment, and instructional materials. (EA)

ED 109 435 95 CE 004 280

B.O.P., Inc.: A Simulated Mortgage and Loan Office: Exemplary Project in Vocational Education: Student's Manual.

Bingham County Career Education, Blackfoot, Idaho.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—132p.; For related document see CE 004 281

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Business Skills, Finance Occupations, *Instructional Materials, Job Skills, *Manuals, Mobile Educational Services, *Office Occupations Education, Office Practice, *Secondary Education, Simulated Environment, *Simulation, Skill Development, Task Performance, Teaching Methods, Work Experience Programs

BOP, Inc. is a mobile educational service that places the student in a simulated mortgage and loan office to provide a realistic office learning environment. The student manual opens with a brief reference information section on the purposes of an office simulation, an explanation of a mortgage loan office, an outline of normal business functions, a listing of work attitudes, rules for the office, an outline of work evaluation standards, a discussion of office debriefings and public relations, and a glossary of mortgage and loan terms. The remaining two-thirds of the document contains job descriptions, outlined procedures, task sheets and instructional materials for the BOP positions of: vice president, executive secretary, administrative assistant, receptionist, cashier, posting and tax clerk, and insurance clerk. (BP)

ED 109 436 95 CE 004 281

B.O.P., Inc.: A Simulated Mortgage and Loan Office: Exemplary Project in Vocational Education: Teacher's Manual.

Bingham County Career Education, Blackfoot, Idaho.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—142p.; For related document, see CE 004 279-280 and CE 004 340

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Business Skills, *Finance Occupations, Instructional Materials, Manuals, Mobile Educational Services, *Office Occupations Education, *Office Practice, Secondary Education, Simulated Environment, *Simulation, Skill Development, *Teaching Guides, Teaching Methods, Work Experience Programs

Identifiers—Idaho (Bingham County)

BOP, Inc. is a simulated mortgage and loan office serving students in the high schools of Bingham County, Idaho, through a mobile educational service program. The program's primary purpose is to provide work experiences for high school students who have office skills so that they can make decisions about working in an office. The teacher's manual opens the document with a program overview explaining the program's four phases: (1) orientation and preparation, (2) positional instructions and simulation, (3) rotation, and (4) in-depth simulation. Additional materials provide a description of the physical facility (floor plans, office sketches, and equipment and materials needed); teacher prerequisites; a rationale for establishing a simulation in an office practice class; an explanation of the simulation design for phases 2, 3, and 4; a detailed outline of files and materials needed to run the simulation; teacher's keys for phases 2, 3, and 4; suggested rush jobs for use in phase four of the BOP simulation; various materials to be used in interviewing for BOP positions; and a BOP self-evaluation and program evaluation sheet. (BP)

ED 109 437 CE 004 282

Physical Therapy Career Ladder: United States Air Force Job Inventory. AFSCs 91330, 91350, 91370, and 91392.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No.—AFPT-90-913-175

Pub Date 15 Jan 74

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Ladders, *Check Lists, Health Occupations, *Job Analysis, *Job Skills, *Military Personnel, Occupational Information, *Physical Therapists, Task Analysis, Therapists

Identifiers—Air Force, *Job Inventory

The booklet is a checklist to provide information about the tasks of the physical therapist in the Air Force physical therapy career ladder. The first major section is on background information; there are multiple choice questions on job attitudes, places of employment, future plans, and general types of duty. From a list of 137 pieces of physical therapy equipment, the respondent is asked to check those used on the job. The second major section is a job inventory; 444 specific tasks are listed, and the respondent is asked to check those he is currently performing. The tasks inventoried are grouped according to the following areas of responsibility: organizing and planning; directing and implementing; evaluating; training; administrative and supply functions; patient evaluation, consultation, and construction of treatment programs; performing tests; preparing patients for treatments using modalities; administering treatments; instructing patients in exercises, ambulation, gait, and transfer techniques; housekeeping tasks; and emergency or field treatment. (PR)

ED 109 438 CE 004 284

Roads and Airfields I (Programed Instruction). Engineer Subcourse 64-9.

Army Engineer School, Fort Belvoir, Va.

Pub Date Aug 74

Note—400p.; Edition 9

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Airports, *Construction (Process), *Correspondence Courses, Engineering Education, Maintenance, Military Air Facilities, Programmed Instruction, *Programed Texts, *Road Construction

The document is a programed text for a correspondence course in the planning, construction, and maintenance of military roads and airfields. There are seven lessons: construction requirements and design criteria; road reconnaissance and site selection; airfield reconnaissance and site selection; layout procedures, construction staking, and field methods of alignment; expedient methods of earthwork computation; drainage; and earthwork operations and expedient surfaces. Each lesson begins with a list of objectives and ends with a self-test. Answers to the self-tests are given at the end of the book. (PR)

ED 109 439 95 CE 004 286

Commercial Airlines and Airports; Careers in Transportation. Grades 3 and 4. Teachers Resource Guide.

Federal Aviation Administration (DOT), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-70-4781; OEG-0-72-4684

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Airports, Audiovisual Aids, Career Awareness, Class Activities, Elementary Education, *Grade 3, *Grade 4, Instructional Materials, *Learning Activities, Occupational Information, *Resource Guides, Resource Materials, Resource Units, *Teaching Guides, Teaching Methods, Transportation, Unit Plan

Identifiers—*Airplanes

The resource guide for grades three and four presents in outline form a unit on airplanes and airports which contains a broad range of ideas for classroom activities and suggested materials from which teachers may choose. The unit's nine sections are: goals, objectives, and concepts; subject matter; occupational information; suggested motivation activities; suggested study activities; material and equipment needs; evaluation; audiovisual and resource materials; and a bibliography. (Author/JR)

ED 109 440 CE 004 287

Master-At-Arms: Naval Rate Training Manual.

Naval Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10242

Pub Date 74

Note—292p; Color plates not reproduced
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-051-2100, no price given)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Administration, *Instructional Materials, *Job Analysis, Job Training, *Law Enforcement, Legal Responsibility, Manuals, Military Personnel, *Military Training, Occupational Information, Police Action, Search and Seizure

Identifiers—*Master At Arms, Navy

The manual describes the duties of the Master-at-Arms, a recent addition to the Navy's enlisted rating structure. The new Master-at-Arms must be able to plan, supervise, and perform security duties afloat and ashore. Each chapter focuses on particular responsibilities and procedures: career development, legal procedures, small arms, patrols and traffic control, investigative matters and techniques, prisoner restraint and searches, physical security, civil disturbances and natural disasters, operation of places of confinement, administration, and first aid. Interspersed throughout the document are instructional aids, including forms, photographs, and diagrams. (JB)

ED 109 441 CE 004 288

Carnahan, James E. Dreveskracht, Charles L. DWI [Driving While Intoxicated] Law Enforcement Training Project; Evaluation Aids Packet and Media Log.

Michigan State Univ., East Lansing. Highway Traffic Safety Center.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Aug 74

Note—171p; For related documents, see CE 003 240, CE 003 517, CE 003 144; document index is misnumbered

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Alcohol Education, Course Evaluation, *Drinking, Evaluation Methods, Job Training, *Law Enforcement, Police, Program Guides, *Resource Guides, *Student Evaluation, Testing, *Tests

Identifiers—*Police Training

The evaluation packet was prepared for use in the Driving While Intoxicated (DWI) Law Enforcement Training Course. A brief introduction explains the nature and use of the packet. Student evaluation materials consist of 150 test items, an assortment of student response cards for various course topics, and materials and procedures for conducting a controlled drinking exercise. The course evaluation form lists 30 statements about the course which respondents use to record their agreement or disagreement. The instructional aids log identifies and describes the 54 filmstrips, 11 video tape recordings, and 61 transparencies used in the course. (JR)

ED 109 442 CE 004 290

Morrison, Marshall L. Bronaugh, Jacob H.

Adult Basic Education in Alabama State University: A Five Year Report.

Alabama State Univ., Montgomery.

Spons Agency—Alabama State Dept. of Education, Montgomery; Southern Regional Education Board, Atlanta, Ga.

Pub Date Sep 74

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Students, Annual Reports, College Faculty, Cooperative Planning, *Educational Programs, *Graduate Study, Inservice Programs, Masters Degrees, Program Design, *Program Development, Staff Improvement, Teacher Education, *Universities

Identifiers—Alabama State University

The report describes the development of the ABE project at Alabama State University (ASU) and the project's transition to a graduate program during the five-year period 1969-74. Part one discusses the initiation of the project, describing the initial, the developmental, the operational, and the crucial tasks and project procedures. Part two details staff development with respect to both the non-ABE faculty and the ABE faculty at ASU and considers questions of establishing rapport and communication between these groups, between them and students, and between the ABE staff and State, regional, and national ABE groups. Part three deals with program development, describing: the approval process of the graduate program in ABE; relationships between staff development and program development; the inservice training program; graduate programs; innovative and creative activities contributing to program development; elements, objectives, and tangible gains of the program; the off-campus class program; ABE student recruitment, retention, and reorganization; undergraduate courses in ABE; and cooperative action and support. Several pages of supporting data, a brief summary of the report, and a glossary are included. (JR)

ED 109 443 CE 004 291

The Use of School Volunteers.

Michigan State Univ., East Lansing. Mott Inst. for Community Improvement.

Pub Date Apr 73

Note—10p; For related documents, see CE 004 292-3; Best copy available - not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Early Childhood Education, Educational Needs, *Educational Programs, Educational Strategies, Elementary Secondary Education, Paraprofessional School Personnel, Personnel Evaluation, Post Secondary Education, *Preservice Education, *Program Administration, Recruitment, School Aides, *School Community Relationship, Teacher Aides, *Volunteers

There are three major reasons for recruiting school volunteers: they extend the number of people available to help teach; they bring skills to their tasks that professional educators do not have; they experience positive effects themselves simply in the process of volunteering. The wisest recruitment policy would recruit volunteers hav-

ing the skills, talents, and interests needed in a particular school. The formulation of a job description listing duties and time commitments is important. Volunteer placement should be flexible. Volunteer program administrators and staffs should conduct orientation programs which will explain the school setting, general activities, and staff's appreciation of the volunteers' efforts. Preservice instruction on the ways children learn would also be helpful. Probably the most important aspect of the preservice training program, however, is the development among volunteers of a feeling of belonging. Volunteer evaluation should be subjective and based on students', teachers', and the volunteers' own estimation of their work. The range of possible jobs which volunteers can perform extends virtually as far as the imagination is able and the regular staff is willing to go. (Author/JR)

ED 109 444 CE 004 292

Hickey, Howard W.

An Overview: Purposes and Programs.

Michigan State Univ., East Lansing. Mott Inst. for Community Improvement.

Pub Date Apr 73

Note—8p; For related documents, see CE 004 291 and CE 004 293

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Community Education, Cooperative Teaching, *Differentiated Staffs, Disadvantaged Groups, Early Childhood Education, *Educational Philosophy, Elementary Secondary Education, *Foundation Programs, Individualized Reading, Paraprofessional School Personnel, Post Secondary Education, Program Descriptions, *Reading Programs, School Community Relationship, Teacher Education

Identifiers—*Mott Inst for Community Improvement, PATTR, Personalized Approach to Teaching Reading, REACT, Responsive Autonomy in Cooperative Teaching

The Mott Foundation has over the years devoted most of its considerable resources to joining together the school and community in the solution of educational problems facing society, but it is only within the last 20 years that it has enlisted the support of colleges and universities. The Mott Institute at Michigan State University focused its first efforts on developing a specialized preparation program for teachers of the disadvantaged. These efforts led to the development of a reading management program, Personalized Approach to Teaching Reading (PATTR), whose emphasis was on differentiated staffing, on enlisting the help of paraprofessionals and volunteers to assist the teacher at the kindergarten level. Further refinements generated the Responsive Autonomy in Cooperative Teaching (REACT) Program, whose purpose was to de-emphasize the somewhat rigid hierarchical roles usually associated with differentiated staffing. Having successfully progressed into the developmental work of these projects, the Institute's staff realized that one primary role had not yet been assumed by the Institute—dissemination. Consequently, the Institute's attention shifted from invention to innovation, from developing programs to implementing programs in real school settings. Future papers will describe these efforts. (Author/JR)

ED 109 445 CE 004 294

Jore, Carlotta P. And Others

Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model: A Task Force Report. General Report No. 3.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Mar 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adjustment Problems, Alcoholism, American Indian Culture, *American Indians, *Career Education, Cultural Disadvantage, Cultural Environment, Cultural Isolation, Disadvantaged Groups, *Dropout Problems, Dropout Research, Educational Programs, Emotional Problems, *Failure Factors, *Family Life Education, Program Improvement, Self Concept, Social Problems, Sociocultural Patterns

Identifiers—*Mountain Plains Program

The Mountain-Plains Task Force on Indian families was established due to the low success rate of Indian enrollees in completing the Mountain-Plains program, a model educational program for the rural disadvantaged population. As a consequence, the task force was proposed to identify program failure factors and to suggest ways of retaining Indian families through to successful completion in the program. The major problems contributing to premature departures were identified as: alcohol; marital conflict; reservation life and majority institutional structures; isolation, worry, rigidity, self-rejection, and interpersonal isolation; extended family influences; input motivation and expectations; and conflict and aggression. The problems are explored in depth emphasizing the psychological, sociological, and cultural aspects forming the major underlying causes. Some major conclusions were that (1) cultural dissonance resulted in a difficult adjustment to the majority culture's world, (2) the Mountain-Plains program can only be a valuable experience for a narrow spectrum of the Indian population, (3) male heads of households are successful in mastering the vocational and educational requirements, and (4) the program is most successful with Indian families who are partially immune to culture shock. An indepth followup analysis substantiated the task force findings. A six-item bibliography is appended. (BP)

ED 109 446 CE 004 295
A Program Design for Industrial Arts Education in New York State, 1973.

New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date 73

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Elementary Secondary Education, Industrial Arts, *Industrial Education, *Industrial Technology, Intermediate Grades, Junior High Schools, Program Descriptions, *Program Design, Secondary Education, *State Programs, Vocational Education
Identifiers—*New York

The brochure illustrates the program design for industrial arts education in New York State and briefly describes the early secondary and high school levels and the basic and technology series. The instructional content on the primary level emphasizes orientation to the nature of work and is divided into five major time blocks according to each grade level (K-4): work environment, service, manufacturing, communications, and power. The intermediate level (5-6) stresses exploration with tools, examining construction in the fifth grade and transportation in the sixth grade. The early secondary level (7-8) examines the utilization of materials and forces with grade seven covering ceramics, woods, drawing, and plastics and grade eight covering metals, graphic arts, electricity, and power mechanics. The secondary level, focusing on experiences in industrial technology, is divided into two series of electives: the basic series for the majority of students and the technology series for the more able students. The basic series includes ceramics, electricity, drawing, graphic arts, metals, power mechanics, plastics, and woods. The technology series deals with graphics technology, production technology, and power technology. (JB)

ED 109 447 CE 004 296

Riendeau, Albert J.

Postsecondary Technical Education and the Energy Crisis.

Pub Date 12 Dec 74

Note—18p.; For related document, see CE 004 297

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Career Opportunities, *Changing Attitudes, Educational Needs, Employment Opportunities, Employment Projections, Employment Trends, Energy, *Energy Conservation, Manpower Development, *Manpower Needs, *Post Secondary Education, Speeches, *Technical Education, Technological Advancement, Vocational Education
Identifiers—*Energy Crisis

The energy problem affects virtually every wage earner in America and cries out for increased involvement by vocational and technical educators. A recent study by the National Planning Association points up the need to pro-

ject future manpower demands in energy and energy-related industries so that the country's educational and training institutions can provide the mix of graduates to match future needs. Educators also share the awesome responsibility for an advocacy role to maintain the culture. What appears to be needed in schools and colleges, at this moment in history, is a bold new approach for meeting the energy problem head-on. If the two-year postsecondary institutions, both public and private, are to make their greatest contribution during this period of limited energy resources, they must not only help prepare the thousands of technicians and skilled persons for the energy fields, but they must assist in the process of changing attitudes. Colleges must tune in to the shifting job opportunities evolving as a direct result of the changing focus in the energy fields. Only an informed network of postsecondary schools and colleges can be expected to provide a graduate mix that will match the real needs of future energy and energy-related industries. (Author/PR)

ED 109 448 CE 004 297

Riendeau, Albert J.

Post-Secondary Occupational Education and the Energy Crisis.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Conference on Community College Occupational Technical Education (3rd, Blacksburg, Virginia, April 20-22, 1975). For related document, see CE 004 296

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Changing Attitudes, Community Colleges, Employment Opportunities, Employment Patterns, Employment Projections, Energy Conservation, Jobs, Job Training, *Manpower Development, *Manpower Needs, Occupational Guidance, *Post Secondary Education, Speeches, Technical Education, Technical Institutions, *Technological Advancement
Identifiers—*Energy Crisis, Energy Development

Many implications exist for postsecondary educational institutions in the challenge of arriving at a responsible solution to the energy problem. The intent of the Energy Materials Conservation Education Act of 1975 is to call for a commitment by educators (community colleges, technical institutes, and trade and technical schools) to: (1) help prepare technicians and skilled persons for the energy fields, and (2) assist students in the process of changing attitudes. Recent changes in the field of education requiring adaptation are the surpluses/shortages in some occupational categories, equal employment opportunities, the community college movement, and growth of occupational education. Two-year postsecondary institutions will have important and unfolding roles in the energy crisis. The achievement of national energy self-sufficiency will increase the demand for scientists, engineers, technicians, craftsmen, construction workers, and machine and vehicle operators. Nuclear plants and petroleum refineries will require electricians, welders, and steam and pipe fitters. Employment levels by 1990 for crude petroleum and natural gas exploration may increase by 100,000 persons over 1970 levels. New energy technologies must be developed—synthetic fuels made from coal and oil shale, advanced fission reactors, fusion, and solar and geothermal sources. Likewise, there will be emphasis on finding ways to conserve energy. (EA)

ED 109 449 CE 004 299

Wentling, Tim L. Lawson, Tom E.

Evaluating Occupational Education and Training Programs.

Pub Date 75

Note—355p.

Available from—Allyn and Bacon, Inc., Longwood Division, 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$11.95)

Document Not Available from EDRS

Descriptors—Career Awareness, Career Education, Check Lists, Consultants, Cost Effectiveness, Decision Making, *Educational Accountability, *Educational Assessment, Evaluation, *Evaluation Methods, Followup Studies, Personnel Evaluation, *Program Evaluation, Program Planning, Student Evaluation, Technical Education, *Vocational Education, Vocational Followup

Designed to serve as a handbook and guide, the comprehensive book addresses itself to educational evaluation for teachers and administrators of occupational education in public elementary/secondary/postsecondary programs and for administrators and personnel connected with private instructional programs in schools and industrial programs. However, the methodology is also adaptable to the evaluation of other academic programs. An introductory chapter briefly summarizes the history of evaluation and presents two current, widely accepted definitions of evaluation, the decision-oriented definition (Phi Delta Kappa Commission on Evaluation) and the evaluator judgment definition (Worthen and Sanders). The remaining nine chapters of the book are directed to improving the utilization of evaluation procedures, with the end result of improving decision-making and, ultimately, improving programs. Chapters 3-8 provide specific evaluation procedures: student assessment, student followup, employer survey, consultative team evaluation, personnel evaluation, and cost analysis. Individual chapters provide practical, class-tested evaluation activities and numerous example forms and instruments to aid in evaluation; extensive bibliographic references are included at the end of each chapter. The concluding chapter presents a general overview of how changes occur within educational programs and how evaluation results can be used to bring about change and improved programs. (EA)

ED 109 450 CE 004 300

Meyer, Robert P. And Others

Behavioral Taxonomy of Undergraduate Pilot

Training Tasks and Skills: Executive Summary.

Final Report, July 1973 - September 1974.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Design Plus, St. Louis, Mo.

Report No.—AFHRL-TR-74-33(I)

Pub Date Dec 74

Note—27p.; For related document, see CE 004 128

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Aircraft Pilots, Data Collection, *Flight Training, Skill Analysis, *Task Analysis, *Task Performance, *Taxonomy, Undergraduate Study

The report presents a brief summary of the development and application of a taxonomy of undergraduate pilot training (UPT) tasks and skills. A surface analysis format based on cues, mental actions, and motor actions was developed which described flying tasks in terms of the sequential elements within each task. A set of classification rules was developed which utilized the descriptive analytical information generated by the surface analysis to identify the skills needed to execute the flying tasks described. A coding and matrix system was devised which made the classification system easy to use. The resulting taxonomic data system was applied to the solution of several representative flying training research problems. (Author)

ED 109 451 CE 004 301

Reid, Gary B. Cyrus, Michael L.

Transfer of Training with Formation Flight Trainer.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-74-102

Pub Date Dec 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Aircraft Pilots, *Flight Training, *Simulation, *Skill Development, Training Techniques, *Transfer of Training

The present research was conducted to determine transfer of practice from a formation simulator to actual aircraft flight for the wing aircraft component of the formation flying task. Evidence in support of positive transfer was obtained by comparing students trained in the formation simulator with students who were essentially untrained and with students trained in the aircraft. This design provided data for a direct comparison of five simulator sorties with two aircraft sorties in an effort to quickly establish a training cost/transfer comparison. The results indicate that the simulator has at least the training effectiveness of two aircraft sorties. (Author/JB)

ED 109 452 CE 004 302

Whalen, Gary V. Askren, William B.
Impact of Design Trade Studies on System Human Resources.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.; McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Report No.—AFHRL-TR-74-89

Pub Date Dec 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Conceptual Schemes, Cost Effectiveness, *Data Collection, Engineers, Equipment Maintenance, Evaluation, *Human Resources, Operations Research, Prediction, *Systems Analysis, Task Analysis, *Technical Occupations, Technical Reports

Identifiers—*Air Force, Avionics

This study focused on two objectives. The first objective was to identify and classify the characteristics of conceptual design trade studies that have high potential impact on human resource requirements of Air Force weapon systems. The approach used was a case history review and analysis of 129 F-15 aircraft design trade studies. The analysis indicated that the avionics system demonstrated the greatest potential impact on human resources. It was also found that trade studies dealing with design alternatives that encompass widely different technologies have substantial impact on human resources. The types of human resources data (HRD) most influenced by alternative design options were maintenance task times and personnel costs. The second study objective was to determine the accuracy of using subjective estimates as a technique for deriving the HRD impact of trade study options. Using only engineering information for six avionics subsystems, from the conceptual design phase, Air Force maintenance technicians made subjective estimates of the impact of the designs on selected HRD items. It was found that technicians can make accurate estimates of the amount of time, the Air Force occupational specialty, the level of technical skill, and the number of personnel needed to perform field maintenance tasks. (Author/JB)

ED 109 453 CE 004 304

Ferland, Mario

Le Diplôme d'Université Face aux Activités de Formation Continue: Analyse Sommaire de la Documentation Actuelle. (The University Graduate with Respect to Continuing Education Programs: Summary Analysis of Current Documentation).

Laval Univ., Quebec (Quebec).

Pub Date 74

Note—64p.; In French

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Organization, Adult Education, *College Graduates, *Educational Administration, *Educational Needs, Educational Programs, Financial Needs, *Interinstitutional Cooperation, Literature Reviews, Planning, *Professional Continuing Education, Research

The document reviews the literature pertaining to university graduates and professional continuing education and discusses principal administrative problems in the organization of continuing education programs. Chapter 1 examines the university graduate's need for continuing education, new conceptions of continuing education for the university graduate, and the attitudes of and motivations for university graduates vis-a-vis professional continuing education. There is a brief mention of continuing education in areas not related to the university graduate's education or profession. Chapter 2 discusses the agents and their role in continuing education and the need for coordination among these institutions, groups, and persons. Agents described are: the university, professional associations, government, employers, and industry and commerce. Chapter 3 focuses on the elaboration and administration of activities in professional continuing education through the identification of needs, the establishment of objectives and content, resource persons, choice of method, financial policy, and evaluation. Chapter 4 overviews problems relating to the organization of continuing education. The three most important measures for ameliorating organizational

problems involve focusing on: the attitudes and motivations of individuals, coordinating the agents, and educational activities. Recommendations concentrate on other organizational aspects. The conclusion summarizes the text. A 67-item bibliography and appendices are included. (JB)

ED 109 454 CE 004 305

Ferland, Mario

Cyril O. Houle et la Formation Continue des Professionnels: Notes d'Entrevue et Morceaux Choisis. (Cyril O. Houle and Continuing Professional Education: Interview Notes and Selected Excerpts).

Laval Univ., Quebec (Quebec).

Pub Date Mar 75

Note—63p.; Most of the document is in French

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education, *Bibliographies, Educational Needs, Educational Philosophy, Educational Trends, *Institutional Role, *Interviews, *Professional Continuing Education

Identifiers—Houle (Cyril O)

The document focuses on Dr. Cyril O. Houle, professor at the University of Chicago, who has concentrated on the development of continuing career education. The introduction presents biographical notes on Houle's career and a listing of his published works. The first section offers notes (in French) from an interview between Houle, called on as a resource person, and a committee from Laval University assigned to study the careers of graduates of the university and to formulate measures to aid graduates in adapting to changes in the career world. The interview carried three principal themes: the different attitudes and professionals regarding continuing education, the roles of various agents or institutions in continuing education, and ways in which the university can adequately respond to the needs of its graduates. The second section, in English, contains excerpts from four articles and conference papers in which Houle defines profession and discusses the four categories of professionals; the need for and nature of continuing career education; traditional and new concepts of continuing career education; and the role of the university, the group, the individual, the employing institution, and the professional association. (JB)

ED 109 455 95 CE 004 306

An Approach to the Development of a Comprehensive Plan for Career Guidance for the Commonwealth of Massachusetts.

Massachusetts State Dept. of Education, Boston. Office of Career Guidance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Mar 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Advisory Committees, *Career Education, Educational Coordination, *Educational Needs, Guidance Objectives, Guidance Programs, Guidelines, *Occupational Guidance, Program Development, *Regional Planning, State Programs, *Statewide Planning

Identifiers—*Career Guidance, Massachusetts

The career guidance advisory committee reviewed both national and State efforts in the area of career guidance and attempted to define and develop the concept. The committee examined concepts that were relevant to the needs of Massachusetts and developed a rough framework on which to build a comprehensive State plan. The report addressed itself to the committee's concerns as to the direction of the final planning effort. It includes a statement of educational philosophy, a discussion of the broad goals and objectives of career guidance as an integral part of an overall educational program, and recommendations. The report's recommendations emphasize strong leadership and the appointment of a permanent advisory committee. The report includes a definition of terms. The model career guidance system for Massachusetts is designed to encompass a number of goals, including: the improvement of the present system; the promotion of career development and a greater understanding of career alternatives; the establishment of programs, career counseling services, and training; and the development of career resource centers, adequate staffing, and a design for evaluation and feedback. References and a list of the

advisory committee members are given. (Author/JB)

ED 109 456 CE 004 307

Deleon, Asher, Ed.

Preparation of Problem Oriented Learning Materials: Experimental Project: Farmers Functional Literacy Programme.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Farmer Education, *Adult Literacy, *Curriculum Development, Farmers, Foreign Countries, *Functional Illiteracy, *Indians, *Literacy Education, Program Planning, Identifiers—Farmers Functional Literacy Project, Farmers Training and Functional Literacy Program, *India, Problem Oriented Education

Using practical problems faced by farmers developing new agricultural methods, a problem-oriented approach to adult functional literacy was developed and tested in the Jaipur district. The booklet explains the first two of the project's five phases: exploration, syllabus and curriculum construction, materials preparation, action, and evaluation. The exploratory phase investigated the problems and needs of the farmers; the booklet explains the nature of the survey team, survey procedures, the findings of the survey, the findings of a linguistic survey, and the identification of the most common and most crucial of the problems. For the second phase, the booklet lists the remedial measures adopted and provides some necessary background information on specific farming practices. The individual units of the syllabus are listed and coordinated with the agricultural calendar. Appendixes reproduce some of the survey tools, a word list (in Hindi), and the agricultural calendar. (PR)

ED 109 457 CE 004 309

Industrial Arts Test Development.

New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date 73

Note—192p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Drafting, Electronics, *Industrial Arts, Instructional Aids, Power Mechanics, Secondary Education, *Tests, Woodworking

The booklet is designed to assist teachers in improving locally developed classroom tests. It is a collection of 674 sample multiple-choice questions (with scoring keys) intended primarily for use as pretests, quizzes, or final examinations by secondary level teachers. The questions are organized around four industrial arts subject areas: drawing, electricity/electronics, power mechanics, and woods. The groups of questions are not meant to be complete examinations; rather, the items are offered as a resource, with selection and use to be determined by the teacher. (Author/PR)

ED 109 458 CE 004 310

Bernstein, Margery R.

Evaluation of Career Education Program, Mamaroneck High School, Mamaroneck Public Schools, N.Y.

Pub Date Jul 73

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement, *Career Education, Educational Programs, Graduate Surveys, *Industrial Arts, Program Evaluation

The report on the career education program at Mamaroneck High School, New York, is presented in two sections. The first section relates to the high school Practical Arts department. Three overall objectives for the department are stated, followed by tabulations, for each course, of the numbers of students achieving teacher-constructed specific objectives. The second section lists seven overall objectives under the heading of career exploration and skills training. Tables follow showing specific objectives for various courses and the numbers of students who achieved them, employers' evaluations of students in work-study programs, and students' achievement of consumer skills. A followup letter to 40 graduates of three programs brought 16 responses, indicating that 68 percent of the respondents were

working in the field in which they were trained or in a related area or were pursuing further study in that area. (SA)

ED 109 459 CE 004 313

Hoyt, Kenneth B.
Career Education for Minority and Low-Income Students.

Pub Date 21 Oct 74

Note—14p.; Remarks presented to the National Career Education Conference, The National Urban Coalition (Racine, Wisconsin, October 21, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Educational Problems, *Low Income Groups, *Minority Groups, Speeches, Students

Career education for minority and low-income persons has, to date, been generally a matter of overpromise and underdelivery. To build positively demands that we be willing to look realistically at both promises and problems in three categories: conceptual assumptions of career education; process assumptions of career development; and programmatic assumptions of career education. Two basic conceptual assumptions of career education which constitute serious operational challenges when we seek to meet the needs of minority and low-income students are that career education is for all persons and that career education is humanistically oriented. As a process, career education follows the model of career development. The model envisions a progressive sequence involving: career awareness, career exploration, career motivation, career decision-making, career preparation, career entry, and career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Three programmatic assumptions of career education which are currently acting as operational deterrents to effective career education for minority and low-income persons are that: career education is a collaborative effort; the classroom teacher is key to the success of career education; and career education is inexpensive. (Author)

ED 109 460 CE 004 314

Hoyt, Kenneth B.
The Linkage of Education with the World of Work and Career Development.

Pub Date 19 Nov 74

Note—14p.; Remarks prepared for the Governor's Conference on Human Resources Development (Austin, Texas, November 19, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Educational Objectives, Educational Philosophy, *Employment, Job Satisfaction, Speeches

As technology continues to increase the complexity of our occupational society and relationships between education and work become closer and closer, it becomes necessary to create for youth a world in which educational institutions and the business/industrial community collaborate to provide an environment, a set of learning experiences, and a set of opportunities for helping all persons in our society. The career education movement represents this kind of environment. Career education's primary focus is on increasing the ability of individuals to recognize and capitalize on relationships between education and work in our society. It places equal emphasis on society's need for work and the individual's need to find meaning and meaningfulness in his work. There are several areas of societal and individual need to consider within the framework of career development: the current rapidity of occupational change demands that both youth and adults be equipped with adaptability skills (basic academic skills and good work habits); each student needs one or more sets of specific vocational skills that can be used to gain entry into today's labor market; and career decision-making skills are absolutely essential in a society that worships freedom of choice for each individual. (Author/PR)

ED 109 461 CE 004 315

Hoyt, Kenneth B.
Career Education: Contributions and Challenges.

Pub Date 19 Mar 75

Note—14p.; Remarks prepared for presentation at the National Conference on Career Education (Ohio State University, March 19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Counseling, *Educational Needs, *Educational Objectives, *Educational Research, Guidance, Racial Discrimination, Research and Development Centers, School Community Relationship, Sex Stereotypes, Speeches, Teacher Education, Vocational Education

Identifiers—Center for Vocational and Technical Education, National Institute of Education, NIE
The Center for Vocational and Technical Education at the Ohio State University has made many praiseworthy contributions to developing the concept of career education by focusing its major attention on producing research leading toward improving the quality, variety, and opportunity of vocational and technical education and by making vocational education an integral and respected part of American education. The four original models for career education (one for designing and developing curriculum materials, and the experienced-based, the home-based, and the residential models) developed by the National Institute of Education (NIE) also deserve praise. In the future four broad challenges face the center: stressing the mutual dependence of career and vocational education; continuing its efforts in both basic and applied research in career guidance and counseling; emphasizing the importance of career education, teacher education, and evaluation; and broadly disseminating career education materials. NIE faces four additional challenges: emphasizing the teaching-learning process in the career education concept; emphasizing the collaborative relationship between the business-labor-industry-professional-government community and the formal educational system; involving the home and family in career education; and reducing the influence of race and sex stereotyping in occupational choice and opportunity. (Author/JR)

ED 109 462 CE 004 316

Hoyt, Kenneth B.
Career Education: A Crusade for Change.

Pub Date 14 Nov 74

Note—15p.; Paper presented to the Nebraska School Boards Association (Lincoln, Nebraska, November 14, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Educational Innovation, *Educational Needs, *Educational Objectives, Educational Philosophy, Educational Principles, Educational Programs, Employment, Family School Relationship, Job Satisfaction, Need Gratification, Relevance (Education), School Community Relationship, Self Actualization, Speeches

Although initially it was wise for local, State, and national debate and action to forge a definition of career education, the time has come to identify the common threads in career education implementation in ways that are clear to the general public. The need to clarify and emphasize relationships between education and work for all persons and the need to make work a more meaningful part of the total lifestyle of all persons lie behind the career education movement. Career education itself can be defined as all the activities implied in the two words through which one learns about and prepares oneself for work, the conscious effort aimed at producing benefits for oneself and/or career education. Infusion signifies attempts within the educational system itself to make education a preparation for work. Collaboration designates the cooperative effort between the educational system, the business-labor-industry-professional-government community, and the home and family structure. Problems of cost and obstacles to success, if approached with flexibility and optimism, can be favorably resolved. (Author/JR)

ED 109 463 CE 004 317

Hoyt, Kenneth B.
Business Office Occupations and Distributive Education: Keys to Career Education.

Pub Date 8 Dec 74

Note—12p.; Remarks prepared for presentation to the Business and Office Education Division, American Vocational Association (New Orleans, Louisiana, December 8, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Business Education Teachers, *Career Education, *Change Agents, *Distributive Education Teachers, *Educational Change, Speeches

Career education is stronger now than at any time in the past, but it is still faced with many challenges and problems. Among such problems, one of the most obvious is the relative slowness with which career education is being implemented at the senior high school level. Vocational educators, from every area of vocational education, must assume responsibility for making career education work in the senior high school. Career education calls for several changes in the teaching-learning process. The business and office occupations and distributive education fields can serve as models that have been built in ways that are already consistent with these kinds of changes. These fields have bridged the gap between those who regard themselves as academic educators and those who call themselves vocational educators. There are a number of ways in which today's business and office occupations and distributive education teachers could move to convert both academic teachers and vocational educators into career educators. (Author/PR)

ED 109 464 CE 004 318

Hoyt, Kenneth B.
Career Education: Strategies and Dilemmas.

Pub Date 26 Sep 74

Note—10p.; Remarks prepared at the State Directors of Vocational Education Leadership Seminar (Columbus, Ohio, September 26, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Educational Attitudes, *Educational Problems, Educational Strategies, Program Costs, Speeches

The current status of career education combines continued interest and enthusiasm with problems and shortcomings relating to implementation, quantity and quality of programs, attitudes, and the need for collaboration. Four major attitudinal problems currently face career education. The problem of costs arises from those who think anything inexpensive is not worthwhile and from those who expect major educational change to be accompanied by massive Federal support. The problem of control is brought on because various labor, business, and educational organizations want a say in determining the materials and methods of career education. A third problem involves various educational factions feeling that something will be taken away from them by career education, that a collaborative effort will nullify their special skills. The fourth problem concerns the promises made (and, generally, left unfulfilled) by career education to students, teachers, parents, and society at large. (PR)

ED 109 465 CE 004 319

Thornton, James E., Comp. Gubbels, Joseph, Comp.

The Community School: A Working Bibliography. Research Paper No. 1.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Community Control, *Community Education, *Community Schools, *Decentralization, Early Childhood Education, Elementary Secondary Education, Post Secondary Education, School Community Programs, School Community Relationship, School Organization

The bibliography on community schools contains 169 entries arranged alphabetically by author or source according to type of publication: books and special reports (90 entries), journal articles and conference proceedings (52 entries), dissertations and theses (24 entries), and annotated bibliographies (3 entries). Scattered entries were published prior to 1950, the earliest in 1902; the great majority are from the 1960's and 1970's. (JR)

ED 109 466 CE 004 321

Graen, James R.
A Four-Year Follow-Up Study of the Forty-One Graduates—Class of 1971 of the Jackson County [Iowa] Adult Evening High School Completion Program.

32 Document Resumes

Jackson County Adult Evening High School Program, Maquoketa, Iowa.

Pub Date May 75

Note—59p; For the followup study of the class of 1970, see ED 095 290

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Adult Education Programs, Age, Dropouts, Educational Benefits, Employment Experience, Females, *Followup Studies, *Graduate Surveys, Males, Marital Status, Participant Characteristics, *Participant Satisfaction, Personal Growth, Post Secondary Education, *Program Evaluation, Questionnaires, Social Development, Social Opportunities, Tables (Data)

The four-year followup study (the fifth and last of such four-year evaluations of graduates) aimed at pinpointing the program's benefits to the graduates in the educational/social/personal, and financial areas. Thirty-two of the 41 graduates responded to the mailed questionnaire, which elicited demographic, occupational, educational, financial, social, personal, and program evaluation information from the respondents. Twenty-six tables analyze the results, which indicate that, of the respondents: two-thirds realized job changes and/or promotions; more than half were better off financially, and 91 percent reported being better off socially as a result of the program; nearly a third had continued their education since graduation; most reported much improvement in knowledge as a result of the program; virtually all were as enthusiastic about the program as they were a year after graduation; and most experienced increasing educational and financial benefits with the passage of time. The study concludes that such high school completion programs should be continued, but, equally important, renewed efforts should be made to prevent dropouts from leaving school. The survey questionnaire and accompanying cover letters are appended. (JR)

ED 109 467 CE 004 323

Nakamoto, June Verner, Coolie

Continuing Education in Nursing: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 4.

British Columbia Univ., Vancouver. Adult Education Research Centre.; British Columbia Univ., Vancouver. Div. of Continuing Education in the Health Sciences.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Woodward (P.A.) Foundation, Vancouver (British Columbia).

Pub Date 72

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Bibliographies, Educational Programs, Health Personnel, *Literature Reviews, *Medical Education, *Nursing, Participant Characteristics, *Professional Continuing Education, Program Administration, Program Development

The literature review of continuing education in nursing surveys 123 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines nurse composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their reasons for participation or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on nursing; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references. (JR)

ED 109 468 CE 004 324

Nakamoto, June Verner, Coolie

Continuing Education in Medicine: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 3.

British Columbia Univ., Vancouver. Adult Education Research Centre.; British Columbia Univ., Vancouver. Div. of Continuing Education in the Health Sciences.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Woodward (P.A.) Foundation, Vancouver (British Columbia).

Pub Date 72

Note—182p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Bibliographies, Educational Programs, Evaluation Methods, Health Personnel, *Literature Reviews, *Medical Education, *Medicine, Participant Characteristics, *Physicians, *Professional Continuing Education, Program Administration, Program Descriptions, Program Development, Teaching Methods

The literature review of continuing education in medicine surveys 282 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines physician composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their opinions and preferences; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on physicians; epilogue, which summarizes participation, programs and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references. Two additional sections are included: instructional processes, which discusses small group and large group patterns of instruction, mass media, supporting devices, and organization for instructional technology; and evaluation, which covers subjective and objective assessment, and problems of evaluation. (JR)

ED 109 469 CE 004 325

Nakamoto, June Verner, Coolie

Continuing Education in Pharmacy: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 6.

British Columbia Univ., Vancouver. Adult Education Research Centre.; British Columbia Univ., Vancouver. Div. of Continuing Education in the Health Sciences.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Woodward (P.A.) Foundation, Vancouver (British Columbia).

Pub Date 72

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Bibliographies, Educational Programs, Health Personnel, *Literature Reviews, *Medical Education, Participant Characteristics, *Pharmacists, *Professional Continuing Education, Program Administration, Program Descriptions, Program Development

The literature review of continuing education in pharmacy surveys 39 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines pharmacist composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their participants' reasons for attending or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on pharmacists; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references. (JR)

ED 109 470 CE 004 326

Nakamoto, June Verner, Coolie

Continuing Education in Dentistry: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 5.

British Columbia Univ., Vancouver. Adult Education Research Centre.; British Columbia Univ., Vancouver. Div. of Continuing Education in the Health Sciences.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Woodward (P.A.) Foundation, Vancouver (British Columbia).

Pub Date 72

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Bibliographies, *Dentistry, Dentists, Educational Programs, Health Personnel, *Literature Reviews, *Medical Education, Participant Characteristics, *Professional Continuing Education, Program Administration, Program Descriptions, Program Development

The literature review of continuing education in dentistry surveys 92 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines dentist composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their reasons for attending or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on dentistry; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references. (JR)

ED 109 471 CE 004 328

Home Economist Image Study: A Qualitative Investigation.

Yankelovich (Daniel), Inc., New York, N.Y.

Spons Agency—American Home Economics Association, Washington, D.C.

Pub Date May 74

Note—43p.

Available from—American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not

Available from EDRS.

Descriptors—*Attitudes, *Home Economics, Professional Recognition, *Public Relations, *Role Perception, Status, Surveys

The study was made in order to provide background for a planned public relations program sponsored by the American Home Economics Association (AHEA). A total of 26 personal and 79 telephone interviews were conducted of persons in business, education, communications and media, and government. The study found that: there is need for a public relations program; such a program needs to be direct, must have a consistent focus, and must emphasize professionalism; home economics must establish an identity and build an image; many potential employers are unclear about the home economists' skills but would like to learn more; and the AHEA is the appropriate organization through which to present a public relations program. The more detailed findings of the study are presented as eight hypotheses with a discussion of each and a representative sampling of interview responses. There is a listing and brief discussion of 10 other attitudes and modes of behavior toward home economics which were found in the study. (PR)

ED 109 472 CE 004 329

Actualizing Concepts in Home Management: Proceedings of a National Conference.

American Home Economics Association, Washington, D.C.

Pub Date 74

Note—97p.; Proceedings of a national workshop, American Home Economics Association (Atlantic City, New Jersey, June 28-30, 1973)

Available from—American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Budgeting, Case Studies, Community Resources, *Conceptual Schemes, *Conference Reports, Decision Making, Field Studies, *Home Economics, Home Economics Education, *Home Management, Human Engineering, Interaction, Life Style, One Parent Family, Organization, Retirement, Simulation, Standards, Teaching Methods

The booklet prints the following papers delivered at a national conference: Actualizing Concepts in Home Management: Decision Making, Dorothy Z. Price; Innovations in Teaching:

Ergonomics, Fern E. Hunt; Relevant Concepts of Home Management: Innovations in Teaching, Kay P. Edwards; Standards in a Managerial Context, Florence S. Walker; Organizing: An Action-Oriented Concept, Nancy A. Barclay; French Lick—Twelve Years Later, Marjorie M. Knoll; A New Look at Home Management, Francille M. Firebaugh; Community Resources to Implement New Concepts of Home Management, Sara Taubin; Actualizing Concepts in Home Management Through Applied Research, Alpha H. Jones; Home Management Field Experiences in a Welfare Department, Mildred J. Brooks; Status of Field Experience as a Home Management Experience: Preliminary Results, Kathleen Faith Mikitka; Techniques of Teaching Home Management: Video-Taped Case Studies, Geraldine Gage; Simulation: A Teaching Technique in Home Management, Dorothy A. Larery; Field Experience Course at North Dakota State University, Bea Rystad; Computer-Assisted Problem Solving: Budgeting for Retirement, Frances M. Magrabi and Lucille Mork; Education Through Student Interaction, Nancy Hungerford and Suzanne Tucker; Spectrum of Life Styles: Today and Tomorrow, Lester A. Kirkendall; Determinants of the Employment Status of the Wife-Mother, Joan Marie Sampson; and Home Management and Single-Parent Families, Louise Bates. (PR)

ED 109 473 CE 004 330

Loring, Rosalind

Women in the Profession of Adult Education.

Pub Date [Mar 75]

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Education, Change Strategies, Females, *Feminism, *Sex Discrimination, Social Factors, Speeches, *Women Professors, Women Teachers

The challenge of International Women's Year for us is to expand educational opportunities for all women. Between and among the national organizations we can demonstrate our willingness to share our accumulated knowledge of problem-solving methods applied to personal and community needs both here and abroad. Relatively recent trends (modern psychology, the pill, increased education for women) have altered the lives of women and, therefore, of men and of nations. When we turn to women workers who are professionals in adult and continuing education, several specifics are apparent: a few women have always been in the field; women's activities have expanded into other fields; there has been a rapid growth in participation by women adult educators in the specific field of women's rights, and in other new fields such as black studies and adult basic education. The issues of employment are complicated by a number of trends now emerging that are potentially in direct conflict with traditional procedures and standards. Many women are using the legal approach to correcting inequity. My own preference is also to seek alternative means. Both men and women will benefit if we approach the future experimentally. (Author/PR)

ED 109 474 CE 004 331

McCombs, Barbara L. And Others

Design of and Preliminary Data on the Instructional Strategy Subsystem.

Pub Date [75]

Note—20p.; Paper presented at the Annual Meeting of The American Educational Research Association (Washington, D.C., March 31-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Educational Psychology, Educational Resources, Evaluation Methods, *Instructional Systems, Measurement, *Models, Resource Allocations, *Student Evaluation, Student Motivation, Systems Analysis, Systems Approach, Systems Concepts, *Systems Development

Identifiers—*Advanced Instructional System, AIS, Instructional Strategy Subsystem

The paper describes progress in the development of the Advanced Instructional System's Instructional Strategy Subsystem. Described are procedures for developing the Student Evaluation Component (which includes selection and validation of preassessment and within-course measures necessary for the development of a Student Data Profile) and the Adaptive Model Component

(which includes selection and validation of instructional strategies and adaptive decision models, as well as the design and development of Resource Management/Scheduling and Incentive Management Models). The results indicate that the trait-state distinction and aptitude-by-treatment interaction methodology provide useful frameworks for the development of this subsystem. (Author)

ED 109 475 95 CE 004 332

An Evaluation of Vocational Exemplary Projects; Part D Vocational Education Act Amendments of 1968. Executive Summary and Final Report. Development Associates, Inc., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Mar 75

Contract—OEC-0-73-6663

Note—186p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Career Education, Cooperative Programs, Cost Effectiveness, *Educational Legislation, Educational Programs, Elementary Secondary Education, Federal Legislation, Federal Programs, *National Surveys, *Pilot Projects, Program Costs, *Program Evaluation, School Industry Relationship, State Programs, Tables (Data), *Vocational Education

Identifiers—Vocational Education Act of 1963, Vocational Education Amendments of 1968

The study evaluates the effectiveness of 50 projects administered under Part D of the 1968 amendments to the Vocational Education Act of 1963 (one for each State, except Hawaii, and for the District of Columbia), designed to assist students in obtaining satisfying employment. In all, 4,632 participating and 4,403 nonparticipating students in grades 6, 9, and 12 and 1,433 teachers and 229 counselors were surveyed. Regarding the conformity of student outcomes attributable to project activities, it was found that the greatest impact of Part D programs was at the elementary level, and that, on a project-by-project basis, the program's impact on students was small. Regarding the relationship of cost to student outcomes, it was found that projects had the most positive effects on students where relatively more project funds were expended on relatively fewer students. The study concludes that the failure of student level outcomes of the programs to meet the level planned most likely occurred because of the general lack of clearly defined objectives, definitions, and managerial requirements and procedures at both the project level and the Federal level. The study contains 82 tables and two appendices (Part D Legislation and a USOE policy statement. (Author/JR)

ED 109 476 CE 004 334

Idelman, Hilla K., Ed.

Banking: One of a Series for Expanded Programs in Consumer Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Banking, Consumer Education, Financial Services, *Instructional Materials, *Money Management, *Secondary Education

Identifiers—New York

The publication was produced in cooperation with the New York State Banking Department and is intended primarily as a teaching module to introduce high school students to how banks operate and how consumers can make best use of a bank's services. There is no assumption of prior banking experience or knowledge. In addition to some brief notes to the instructor and some introductory information on what banks are and how various types of banking institutions differ, there are sections on: checking accounts, savings accounts, home mortgages, business loans, foreign banking, student loans, trust and investment advisory services, State and Federal regulatory agencies, and banking terminology. Each section (except those in regulatory agencies and terminology) begins with an illustrative anecdote, continues with questions and sometimes detailed answers, and ends with a list of review questions. There are a few brief tables (to illustrate interest rates, for example) and some reproductions of various banking forms. (PR)

ED 109 477 CE 004 335

Kagan, Alfred And Others

Drill Press Operator: Instructor's Guide.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—85p.; Part of Single-Tool Skills Program, Machine Industries Occupations

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Adult Education, *Curriculum Guides, Machine Tool Operators, *Machine Tools, Metal Working Occupations, Post Secondary Education, Secondary Education, Shop Curriculum, *Trade and Industrial Education

Identifiers—*Drill Press Operators

The course is intended to help meet, in a relatively short time, the need for trained operators in metalworking. It can be used by students with little education or experience and is suitable for use in adult education programs and in manpower development and training programs. The course is designed to be completed in approximately 30 weeks and can be adapted for use in secondary schools. On successful completion of the course the student will be qualified for an entry-level job as operator in a drill press; he will not qualify as a machinist. The guide includes a general job content outline for the teacher to use in explaining what the operator's job includes. There are 11 shop projects (comprising 19 jobs) accompanied by 32 pages of drawings for the projects. Three of the jobs introduce students to the use of metric measurement. For each job there is a job sheet providing details on performance objectives, equipment, operations, materials, references, procedure, techniques, and time required. (Author/PR)

ED 109 478 CE 004 336

Tregaskis, George K.

Law Everyone Should Know. Adult Course Outline, 1974 Revision.

New York State Bar Association, Albany; New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 74

Note—121p.; For 1966 version, see ED 012 420

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Accidents, *Adult Education, Business, Contracts, Course Content, Court Litigation, Courts, *Curriculum Guides, Estate Planning, Family Relationship, Labor Legislation, *Law Instruction, Laws, Legislation, Local Government, Post Secondary Education, Real Estate, Wills

Identifiers—Negotiable Instruments, New York

The introductory one semester course is for the layman interested in obtaining a broad overview of his legal rights and responsibilities. It is not intended to provide him with the training necessary to try his own case; rather, it is intended to give him a legal framework within which he can find guidelines for his actions in various common situations. The material is presented in outline form, but with no rigid structure; each statement, question, or subheading of the outline is explained. The material is divided into 15 sessions, each designed to last from one to two hours, dealing with the following topics: wills defined, wills and estate planning, family relations, accidents, local government, criminal law, courts, litigation, contracts, real estate, negotiable instruments, business organization, and employment laws. There is also a section explaining New York's new laws governing illegal possession or sale of drugs. Appendixes explain the State's no-fault insurance system and provide a brief annotated list of relevant films available from the New York State Bar Association. (Author/PR)

ED 109 479 CE 004 337

Avent, Catherine

Practical Approaches to Career Education.

Pub Date 74

Note—153p.

Available from—Hobsons Press, Bateman Street, Cambridge CB 2 1LZ, England (3 pounds 30 pence)

Document Not Available from EDRS

Descriptors—Administrator Guides, Audiovisual Aids, *Career Education, Curriculum Guides, Educational Resources, Elementary Secondary Education, Human Resources, Instructional Aids, Occupational Guidance, Part Time Jobs, Post Secondary Education, Questionnaires, *Teaching Methods, Tests, Vocational Counseling, Work Experience
Identifiers—*Career Guidance, England

The book, intended primarily for teachers in English schools, is appropriate for American teachers as well. Its purpose is threefold: to offer some guidance to heads of secondary schools who want to improve the quality and/or quantity of career education and guidance provided by their schools; to offer some suggestions for career education teachers devising schemes of work for classes to help students in the transition from school to work and further education; and to indicate the main sources of assistance on which they can draw within and without the education system. For school heads, there are chapters on the importance, principles, and organization of career guidance. A chapter on career education in the curriculum is directed primarily at the heads of career education departments. For the careers tacing team, there are chapters on: the role of the careers service; other extramural resources; audiovisual aids; interviewing; tests and questionnaires; speakers; careers conventions and exhibitions; work visits; work experience; work appreciation; and part-time work; higher and further education; contact with parents; and career guidance in college. There are some sample questionnaires and checklists. A list of school subjects and careers related to those subjects is appended. (Author/PR)

ED 109 480 **CE 004 338**
Competency-Based Professional Education in Home Economics; Selected Competencies and Criteria.

American Home Economics Association, Washington, D.C.

Pub Date 74

Note—45p.; Developed at a national workshop sponsored by the American Home Economics Association (Ames, Iowa, February 17-22, 1974)

Available from—American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Home Economics, *Home Economics Teachers, Performance Based Education, Performance Based Teacher Education, *Performance Criteria, Teacher Improvement, *Teaching Skills

At a national workshop sponsored by the American Home Economics Association (AHEA) in 1974, 71 participants (home economists representing all subject-matter and professional sections of the AHEA and other participants chosen for their experience in competency-based education or teacher education) determined that professionally defined competencies can serve as guidelines for developing criteria for determining the effectiveness of home economics professionals. These competencies and criteria can also be used for program planning, certification standards, and/or the professional improvement of home economists. The major portion of the booklet is an outline of 53 competencies, with criteria for each, arranged by topics for both the preprofessional level and the professional improvement level in home economics. The topics for each level are: educational philosophy, professional role, program planning, educative process, and research. Briefer sections contain comment on the background of the workshop project, assumptions made by the designers of the program, definitions of terms, and an implementation model. The booklet concludes with an outline summary of the topics and competencies. (Author/PR)

ED 109 481 **CE 004 340**
Guide for Implementing Career Education; Bingham County Developmental Career Education K-12.
 Bingham County Career Education, Blackfoot, Idaho.

Note—39p.; For related documents, see CE 004 279-81; Appendix D is not included

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrator Responsibility, Career Choice, *Career Education, Career Exploration, Career Planning, Decision Making, *Elementary Secondary Education, *Program Development, *Program Guides, Regional Programs, *Teaching Methods
Identifiers—Idaho (Bingham County)

The guide suggests concepts and goals for career education and describes career development. It is based on an already existing career education program in Bingham County, Idaho and is intended for use in planning, developing, and implementing a program. The guide defines career education concepts and makes recommendations for implementing these concepts: career education, self-awareness, career awareness, career exploration, decision-making, career preparation, and career placement and followup. Specific suggestions are also made concerning: the responsibilities of the superintendent, principal, counselor, building coordinator, and teacher; faculty orientation programs; inservice programs; and community involvement. Appendixes provide some teaching aids for use with community resource people, field trips, and writing activities related to career education. (PR)

ED 109 482 **CE 004 341**

Sverdlhoff, Sol Rosen, Howard

Eight Years Later: Education and Careers of Young Jewish Adults.

B'nai B'rith, Washington, D.C. Vocational Service.

Pub Date 73

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Choice, Career Planning, *Followup Studies, *Jews, Minority Groups, Occupational Information, Participant Characteristics, Questionnaires, Religious Cultural Groups, Religious Organizations, Surveys, *Vocational Counseling, Vocational Followup, *Young Adults, Youth, Youth Clubs
Identifiers—B'nai B'rith Career and Counseling Services

Based on response to a mailed questionnaire, the 1969 followup study of the college and career plans of Jewish youth surveys a sample of 1,125 young Jewish adults in their mid-20s who took part in a 1961 study of the same nature in which 6,600 participated. The study found that most of the respondents believe that education will enable them to achieve their aspirations. Although most respondents' fathers held white collar jobs (mostly as proprietors), the sons do not appear to be following their fathers' footsteps. More than 95 percent of the respondents attended college. The respondents' attachment to Judaism appears to be neither consistent nor clear-cut as measured in terms of intermarriage and involvement in Jewish organizations. Of the 40 percent of the respondents who reported they had received vocational counseling since high school, only half said that the counseling influenced their occupational choice. The study concludes that it is vitally important to provide adequate educational and vocational counseling for Jewish youth, and recommends 10 guideposts for action as seen by the B'nai B'rith Career and Counseling Services to accomplish this goal. Appendixes, which include survey questionnaire forms, letters sent to survey participants, and a bibliography, comprise one-third of the document. (JR)

ED 109 483 **CE 004 342**

Butler, Richard T. Smith, William J.

Guidelines for Aviation Education in Schools of Pennsylvania with Annotated Teacher's Course of Study and Planning Chart.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Aerospace Education, *Aviation Technology, Behavioral Objectives, Career Education, Course Content, Course Descriptions, *Curriculum Guides, Educational Programs, *Flight Training, *Secondary Education, Simulation, Teaching Methods, Technical Education, Vocational Education
Identifiers—Pennsylvania

The guidelines for an aviation education program give directions and provide coordination and correlation for the program in Pennsylvania's

schools. Chapter 1 discusses the approach to aviation education—the problem, procedure, and definition of terms. Chapter 2 briefly outlines teacher responsibilities and student advantages. Focusing on teaching procedures for applied aviation education, Chapter 3 presents the curriculum plan structure that emphasizes theoretical application (methodology), practical application, simulated flight experiences, and actual experiences (aviation and aerospace materials, field trips, and personal activities). Chapters 4 and 5 present the lesson structure and a course outline, annotating the course of study with behavioral objectives covering the following unit topics: methodology—the nature of the universe, aviation in retrospect, geo-natural habitat of men, aeronautical science, flight technology, economic opportunities and problems, and flight techniques (simulation). The teachers' planning chart, in Chapter 6, incorporates units within a time sequences for a flexible 36-week course of study based on five 45-minute classes per week. A summary concerning applied aviation education is found in Chapter 7. (JB)

ED 109 484 **CE 004 343**

Conrad, Rowan W.

Counseling Program Development and Rationale.

Responding to: "2. Comprehensive Overview of the Mountain-Plains Counseling Program..."
 Counseling Services Report No. 10.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Report No.—IR-4-IV-006

Pub Date Dec 73

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Counseling, Counseling Effectiveness, Counseling Goals, *Counseling Programs, Family Counseling, Group Counseling, Guidance Functions, *Organizational Change, Organizational Development, Program Descriptions, *Program Development, Program Improvement, Program Planning, Pupil Personnel Services, *Regional Programs, Reports
Identifiers—*Mountain Plains Counseling Program

A program rationale within the overall Mountain-Plains structure is outlined along with current program practice and evaluation. The new personnel counseling program includes extensive use of group settings, objectives derived from evaluation, program options for students, and the introduction of evaluation instruments keyed to objectives. The four-part document focuses on personal variables that would foster an understanding of adult success phenomena. Following an introduction to the counseling program, part 2 traces the history of the Mountain-Plains Counseling Program, a program begun with no specificity of program content, delivery system, or staffing qualifications. Part 3 reviews the development guidelines formulated from interview data, past errors, and theoretical models. Several key experiential and theoretical considerations were: dependency, staffing, approach, gain versus maintenance, development versus crisis response, coaching, self-direction, relationships, environmental control, and responsibility. Part 4 compares the old program (phase 3) with that now operating (phase 4), highlighting major changes. The redevelopment program was added to the other three parts of the counseling program: orientation, personal and family counseling, and community development. Appendixes include: an introduction to groups, a participant inventory scale, report procedures, a student checklist, and a list of counseling services reports. (Author/JB)

ED 109 485 **CE 004 344**

Anderson, Betty S.

Adjustment to Recruit Training.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD/A-003-516

Pub Date Dec 74

Note—67p.; Master's Thesis

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. AD/A-003-516; MF-\$2.25, HC-\$4.25)

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Adjustment Problems, Armed Forces, Educational Programs, Factor Analysis, Masters

Theses, *Military Personnel, *Military Training, Motivation, Personnel Integration, Personnel Needs, Psychological Patterns, Reactive Behavior, Recruitment, Stress Variables, Youth Identifiers—*Recruits

The thesis examines problems of adjustment encountered by new recruits entering the military services. Factors affecting adjustment are discussed: the recruit training staff and environment, recruit background characteristics, the military's image, the changing values and motivations of today's youth, and the recruiting process. Sources of tension/stress and dysfunctional reactions to recruit training are examined and several recommendations are made for alleviating some of the adjustment problems. (NTIS)

ED 109 486 CE 004 345

Mazzucco, April

SELECTED References and Aids for Teaching Agricultural Mechanics to Students of Agricultural Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Agricultural Education Program; Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Report No.—AM-7

Pub Date 75

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Agricultural Safety, *Annotated Bibliographies, *Audiovisual Aids, *Construction (Process), *Drafting, *Electricity, *Maintenance, *Metallurgy, *Power Mechanics, *Reference Materials, *Resource Guides, *Sheet Metal Work, *Soil Conservation, *Vocational Agriculture, *Water Resources, *Welding

The booklet lists references and materials intended for both the student and the teacher of agricultural mechanics. The materials are grouped under nine topics: agricultural shop; metalwork and welding; agricultural machinery; agricultural power; drawing, construction, and maintenance; electricity; water management, soil and water conservation; general references; and safety. Within each category, the items are further divided into: commercial or industrial publications; bulletins and circulars; audiovisual aids; and textbooks. Each citation includes the following information: author, title, number of pages, date, price (in 1973), publisher or source (with address), and a brief annotation. (PR)

ED 109 487 CE 004 346

Moffat, Sidney B. Miller, L. E.

FFA Leadership Handbook.

Future Farmers of America, Washington, D.C.

Pub Date 74

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Leaders Guides, *Leadership, *Leadership Qualities, *Leadership Responsibility, *Leadership Training, *Secondary Education, *Youth, *Youth Clubs, *Youth Leaders

Identifiers—FFA, *Future Farmers of America

The handbook is designed to assist youth leaders in the Future Farmers of America (FFA). It is organized into nine sections of varying length which consider the following facets of FFA (with sample sub-topics in parentheses): FFA members (things to know to become an effective member, membership policy); FFA officers (duties and qualifications of officers, how to become a good officer); FFA Alumni Association (some activities of local chapters); FFA reports and applications; leadership (the importance of good leadership, qualities of leadership, ways to be a good leader, characteristics of a leader); introductions for speakers; presenting and receiving awards; public speaking (fundamentals, tips, speech preparation); and self-improvement (grooming, personality self-rating, conversation tips, table tips). (JR)

ED 109 488 CE 004 348

Selman, Gordon R.

A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975.

British Columbia Univ., Vancouver, Center for Continuing Education.

Pub Date 75

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrative Change, *Administrator Role, *Adult Education, *Adult Education Programs, *Educational Administration, *Educational Change, *Educational Policy, *Educational Trends, *Extension Education, *Foreign Countries, *Post Secondary Education, *Professional Continuing Education, *Program Development, *Program Evaluation, *University Extension

Identifiers—*Canada, University of British Columbia

The paper describes and analyzes the changes in the University of British Columbia extension program in the 60's resulting from action by the university administration. The history of the program is surveyed through an examination of its three directors and their accomplishments and policies. The role of the department was to promote and foster adult education in British Columbia. The program has expanded into areas of professional continuing education and has created closer ties with other faculties within the university. The early 60's experienced growth, development, and increased emphasis on programs for professional people. Much of the data are drawn from department reports and reviews. The late 60's experienced budget cuts and new directions in which nondegree work was visualized as lower in priority than graduate programs. However, the emphasis moved toward upgrading the intellectual content of the program as well as establishing new programs designed for Indians and women. Priorities under a new director were aimed at cooperation in policy decisions, broadening part-time study, developing professional continuing education, easing budget cuts in nondegree courses, and furthering cooperation with other faculties. Recommendations for the 70's include changing the term "extension education" to "continuing education" and stress continued response to public interests. (Author/JB)

ED 109 489 CE 004 349

Haverland, Edgar M.

Transfer and Use of Training Technology: A Model for Matching Training Approaches with Training Settings. Technical Report No. 74-24.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—HMRRO-TR-74-24

Pub Date Oct 74

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Classroom Environment, *Educational Environment, *Educational Research, *Educational Technology, *Military Training, *Models, *Peer Teaching, *Post Secondary Education, *Project Training Methods, *Teaching Methods, *Technical Education, *Training Techniques, *Transfer of Training

The report describes a project designed to facilitate the transfer and utilization of training technology by developing a model for evaluating training approaches or innovations in relation to the requirements, resources, and constraints of specific training settings. The model consists of two parallel sets of open-ended questions—one set concerning the characteristics of the training approach under consideration, and one set concerning the requirements, resources, and constraints in the specific training setting. When these questions have been answered, the information needed to evaluate how well the training approach fits the training setting is available and arrayed in a convenient format. The model can be used: when the training setting is given and the problem is to select training approaches; to analyze and describe training approaches in terms relevant to the concerns of the training designer and developer; and to make an inventory of the characteristics of a training setting, without any particular training approach in mind. The report also includes chapters on: background; description of the model (including its development and initial testing); field evaluation and revisions; discussion of the model; applications; and conclusions and implications. An appendix presents an application of the model to a peer instruction training approach. (Author/PR)

ED 109 490 CE 004 350

Draper, James A., Comp. Field, Jeffrey, Comp.

Canadian Theses in Adult Education: A Look at the '70s.

Ontario Inst. for Studies in Education, Toronto, Dept. of Adult Education.

Pub Date 74

Note—16p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Education, *Bibliographies, *Community Development, *Doctoral Theses, *Educational Research, *Foreign Countries, *Masters Theses

Identifiers—*Canada

In early 1974 a national survey was conducted of the postsecondary courses and programs in adult education and community development which were being offered in Canada. The document lists 163 theses on adult education and community development submitted to Canadian universities since 1970. Arranged alphabetically by author, each entry includes author, title, university, and (in most cases) date. (PR)

ED 109 491 95 CE 004 351

Project to Teach Educationally Disadvantaged

Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children.

Butte Vocational-Technical Center, Montana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-8-72-0072(322)

Note—59p.; For related documents, see CE 004 352-353

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, *Demonstration Projects, *Educationally Disadvantaged, *Home Instruction, *Minority Groups, *Parent Child Relationship, *Parent Education, *Parent Role, *Preschool Children, *Preschool Education, *Preschool Programs, *Program Evaluation

Identifiers—Project Prepare

The booklet describes Project Prepare, a program designed to teach educationally disadvantaged parents adult basic education skills in their own homes and then to show these parents how and what to teach their preschool children. Information is provided on the design and implementation of the projects. Seven specific problems in adult basic education and preschool education which were encountered in the project are identified and discussed; corresponding recommendations for action are made. Approximately half of the booklet comprises an evaluation report and appendices. The evaluation report analyzes the three major staff objectives: the parents will be better able to become effectively involved in their children's education; the preschool children will have experiences, use materials, and develop skills aimed at furthering their development; and the project staff will develop and adapt materials and methods that are effective in achieving the project objectives. Appendixes treat the following subjects: objectives and evaluation questions, discussion guide for evaluation instrumentation, questions from evaluation forms, parent and child activities, and suggestions and procedures transmitted to parents. (Author/PR)

ED 109 492 95 CE 004 352

Project PREPARE. Guide.

Butte Vocational-Technical Center, Montana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OEG-8-72-0072(322)

Pub Date [73]

Note—27p.; For related documents, see CE 004 351-353

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cognitive Development, *Early Childhood Education, *Games, *Guides, *Instructional Materials, *Learning Activities, *Parent Education, *Play, *Prereading Experience, *Preschool Children, *Preschool Education, *Preschool Learning, *Skill Development

Identifiers—Project Prepare

The guide was developed as part of Project Prepare, a demonstration program designed to

teach disadvantaged parents adult basic education skills and to show these parents how and what to teach their preschool children. It contains activities, advice, and resources for parents. All materials pertain to creative play for preschoolers that develop prereading skills. The enumerated activities are supplemented with suggestions for readily available, inexpensive materials. Finger plays, recipes, and poems are provided and criterion for the evaluation of toys for infant, toddler, and for those ages 2-5 are discussed. Hints for free household toys taken from household materials and listings of the typical preschool child's emotional, mental, physical, and social development are included. Three poems for parents attempt to illustrate the need for understanding these developments, and two listings of representative skills and attitudes leading to the development of reading are presented. A list of preschool resources concludes the guide. (JB)

ED 109 493 95 CE 004 353
309b [Adult Education Act] Replication Guide.
Butte Vocational-Technical Center, Montana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [73]
Grant—OEG-0-70-5154(324); OEG-0-71-
4406(324); OEG-8-72-0072(322)
Note—96p; For related documents, see CE 004
351-352

**EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE**

Descriptors—Administrator Responsibility,
*Adult Basic Education, *Adult Education Pro-
grams, Advisory Committees, Class Organiza-
tion, Educationally Disadvantaged, Evaluation,
*Guidelines, Home Instruction, Inservice Educa-
tion, Instructional Design, Instructional
Materials, *Program Design, *Program
Development, Recordkeeping, Records
(Forms), Recruitment
Identifiers—Project Homebound, Project Pepare,
The Experiment at Butte

The replication guide for the construction and implementation of an adult basic education (ABE) program is based on three Federally funded, Butte, Montana demonstration projects: Project Homebound, The Experiment at Butte, and Project Pepare. The guide provides specific advice and recommendations on: staff selection, workshops, student recruitment, class organization and instruction, inservice training, advisory committees, materials, instructional design, recordkeeping, and evaluation. Conclusions drawn from the demonstration projects include: homebound basic instruction is valuable for educationally disadvantaged adults unable to attend classes; incorporating teaching reflective materials in the humanities with teaching ordinary adult basic education skills is worthwhile for some ABE students; educationally disadvantaged parents can be taught ABE skills in their own homes, and these parents can be taught simultaneously how and what to teach their preschool children; student recruitment and retention must be given first priority in any ABE program; emphasis in all ABE instruction must be placed on communication and computation skills; regular inservice training conducted by qualified instructors should replace protracted preservice training; and employment of mature, trained paraprofessionals, under the close supervision of certified teachers, is a practical method of ABE instruction. Appendixes provide sample forms, and statistical tables on dropouts, accomplishments, and demographic information. (Author/PR)

ED 109 494 95 CE 004 354
Adult Education Staff Development Bibliography;
USOE Region 3.
Maryland Univ., College Park. Conferences and
Institutes Div.
Spons Agency—Bureau of Adult, Vocational, and
Technical Education (DHEW/OE), Washing-
ton, D.C. Div. of Adult Education Programs.
Pub Date Jun 73
Grant—OEG-0-72-1440
Note—178p.

**EDRS Price MF-\$0.76 HC-\$9.51 PLUS
POSTAGE**

Descriptors—*Adult Education, *Bibliographies,
Booklists, Educational Development, *Higher
Education, *Library Material Selection,
Periodicals, Post Secondary Education,
Scholarly Journals, Voluntary Agencies

The bibliography has been prepared to assist in the development of libraries in State departments of education and in institutions of higher education with new programs in adult education. The books, journals, and articles cited were obtained from the reading lists of courses in adult education conducted by more than 150 members of the Commission of Professors of Adult Education. The bibliography is a catalogue of those works in the field considered by these trainers to be basic to an understanding of the knowledge and breadth of the field. It is not intended to be an exhaustive listing of all relevant literature. The list is alphabetically arranged by author, and includes author, title, date, publisher, and (occasionally) price. Appended are a five-page list of voluntary associations with adult education concerns and a five-page list of selected adult education journals. (Author/PR)

ED 109 495 95 CE 004 355
Thompson, Audrey And Others
The Impact of Non-Traditional Educational Ser-
vices Upon Learners Having Special Educational
Requirements. A Follow-Up Study of Urban
Educational Center Students.
Rhode Island Coll., Providence. Urban Education
Center.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 74

Note—40p; The appendix is not included with
the document

**EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE**

Descriptors—Adult Dropouts, *Adult Education
Programs, *Adult Students, Changing At-
titudes, Correlation, Disadvantaged Groups,
Economically Disadvantaged, Economic
Change, *Educationally Disadvantaged, *Follow-
up Studies, Low Income Groups, Minority
Groups, *Program Effectiveness, Relevance
(Education), School Surveys, Socioeconomic
Status, Student Characteristics, Urban
Dropouts

Identifiers—Rhode Island College, UEC, Urban
Educational Center

The project surveyed former disadvantaged adult students of the Urban Educational Center (UEC) to determine their improvement economically and attitudinally and related these improvements to specific aspects of the UEC educational program. Improvement (as measured against a pretest) was surveyed in the following areas: attitude toward own ability, attitude toward education, housing status, employment status, job level, job satisfaction, salary, and subsequent educational attainment. Improvement in at least one area was indicated by 87 percent of the respondents, in one or two areas by 64 percent, and in three to six areas by 23 percent. The students' responses to the value of several educational variables were correlated with the students' improvements. The variables were: number and nature of courses completed, counseling, and instructional approach. The results of the correlation indicated that: counseling is of great importance; completion of at least three courses (including some skills courses) is important for economic improvement; academic courses are not related to short-term economic or attitudinal improvement; and a nontraditional course structure is less important than the personality of the teacher. The document includes several tables interpreting the acquired data, background on UEC and its students, and a summary of the study's findings and recommendations. (PR)

ED 109 496 95 CE 004 356
FY 1973 Evaluation Report for the Research for
Better Schools Employer-Based Career Educa-
tion Model.

Research for Better Schools, Inc., Philadelphia,
Pa.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C. Career Education
Program.

Pub Date 30 Sep 73
Note—73p; For other reports, see CE 004 405-
407

**EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE**

Descriptors—*Career Education, Career Explora-
tion, Cooperative Education, *Educational Pro-
grams, Grade 11, *Low Achievers, Pilot Pro-
jects, Program Content, *Program Evaluation,
School Community Relationship, *School In-

dustry Relationship, Secondary Education,
Secondary Schools, Secondary School Students,
Standardized Tests, Systems Analysis, Testing
Identifiers—Academy for Career Education,
Pennsylvania (Philadelphia)

The report evaluates the first year's operation of an employer-based career education project in Philadelphia, the Academy for Career Education, which recruited 107 participants, the majority of whom were 16-year-old 11th graders who had performed poorly in their sending schools, but have close-to-average IQ scores. Three standardized testing instruments indicated that during the year the students progressed more rapidly in reading, arithmetic, and language skills, understanding basic economic concepts, and the affective dimension of learning than they would have in public school. The employer systems instructional activities (career explorations, career specializations, and world of work seminars) merited positive evaluations except for the world of work seminars. The instructional systems component (individualized learning center, electives, and physical education) merited a mixed evaluation. In the student personnel systems component (life skills, exploration, and specialization), the student records system was found unsatisfactory, the counseling system satisfactory. In the management systems component, facilities were judged inadequate, administrative systems adequate. The evaluation concludes that employers in the Philadelphia area are willing and able to successfully provide the learning activities which have been termed career exploration and specialization. It ends with various recommendations for improving the project. (JR)

ED 109 497 CE 004 358
Experience-Based Career Education, Appalachia
Educational Laboratory. Interim Evaluation Re-
port, March 15, 1974.

Appalachia Educational Lab., Charleston, W. Va.
Pub Date 15 Mar 74

Note—318p; For final report, see CE 004 359;
For related document, see CE 004 360

**EDRS Price MF-\$0.76 HC-\$15.86 PLUS
POSTAGE**

Descriptors—Alternative Schools, *Career Educa-
tion, Career Exploration, Educational Assess-
ment, Educational Programs, Evaluation
Criteria, Evaluation Methods, Formative
Evaluation, *Grade 12, *Program Evaluation,
*Questionnaires, School Community Relation-
ship, Secondary Education, Summative Evalua-
tion, Tables (Data), *Work Experience Pro-
grams

Identifiers—AEL, Appalachia Educational
Laboratory, EBCE, *Experience Based Career
Education Program

The interim evaluation of the Experience-Based Career Education (EBCE) Program of the Appalachia Educational Laboratory, Inc. (AEL), a community-based alternative curriculum for high school seniors, was not intended for general readers and its terminology is for that reason quite technical. The report's first section briefly describes the EBCE summative and formative evaluation designs. Sections 2 and 3 discuss the design instrumentation, testing procedure, and findings of the two evaluation strategies. Section 2 describes the EBCE summative evaluation which included planning, developing the instrument, implementing revised plans, and establishing timelines so that valid and reliable evidence on the effectiveness of the products and resources required by the AEL/EBCE program could be gathered. Program components are assessed in section 3 regarding their functionality both in isolation and in interaction with other components. Also described is the EBCE formative evaluation which included collecting and analyzing preliminary data, establishing evaluation controls, planning for data analysis, instrument development, administration of instruments, and data analysis and reporting. Section 4 provides summary and recommendations. Seven appendixes (1973 EBCE graduate questionnaire, student and parent opinion surveys, participating employer and student information questionnaires, formative evaluation instrument package, and problem solving procedures) comprise one-half of the document. (JR)

ED 109 498 CE 004 359
Hilderbrand, John A. And Others
Experience-Based Career Education, Appalachia
Educational Laboratory. Final Evaluation Re-
port, September 30, 1974.

Appalachia Educational Lab., Charleston, W. Va.
Pub Date 30 Sep 74

Note—275p.; For interim evaluation report, see CE 004 358; For related document, see CE 004 360

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Alternative Schools, *Career Education, Career Exploration, Case Studies (Education), Educational Assessment, Educational Programs, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, *Grade 12, Program Effectiveness, *Program Evaluation, Questionnaires, School Community Relationship, Summative Evaluation, *Work Experience Programs

Identifiers—AEL, Appalachia Educational Laboratory, EBCE, *Experience Based Career Education Program

The first two sections of the final evaluation report of the Experience-Based Career Education (EBCE) Program of the Appalachia Educational Laboratory, Inc. (AEL), a community-based alternative curriculum for high school seniors, briefly describe the EBCE summative and formative evaluation designs and the student populations studied. Section 3 describes the summative evaluation results with respect to 15 hypotheses regarding program impact and effect, favorably comparing the EBCE students with the comparison students on cognitive skills development and gain in self-concept of cognitive skills. Section 4 describes the design, instrumentation, and testing procedures, and student populations of the formative evaluation; surveys the EBCE subsystems; and discusses seven mini-studies which cover various aspects of the program. Section 5 presents nine case histories of EBCE students describing four students who substantially improved academically while enrolled in the program and six students who made specific career choices as a result of their program experience. The report concludes that the program successfully served as an alternative educational program, and that it was demonstrably individualized and personalized. Appendices comprise 45 pages and include a bibliography of FY 73-74 EBCE evaluation reports, various testing instruments, and questionnaires. (JR)

ED 109 499 **CE 004 360**
Sanders, Jack

The Uses of Regional Agencies in the Analysis of Dissemination of Innovations.

Pub Date Mar 75

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 1975); For related documents, see CE 004 358-359

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Career Exploration, *Conference Reports, *Educational Needs, Evaluation Methods, Program Effectiveness, *Program Evaluation, Questionnaires, Regional Programs, Secondary Education, Speeches, *Work Experience Programs

Identifiers—AEL, Appalachia Educational Laboratory, EBCE, *Experience Based Career Education Program

The purpose of the study was to examine the effectiveness of the Appalachia Educational Laboratory's Experience-Based Career Education (EBCE) program as it was presented in five formal conferences with 230 education officials from Tennessee, Kentucky, and West Virginia. More specifically, the study attempted to evaluate EBCE along the guidelines proposed as objectives by the EBCE User Conferences. Those objectives were to provide public exposure of the EBCE concept to concerned education officials within the Appalachian region, to develop insights into the specific needs and preferences according to geographic areas of interest which might facilitate or suppress the implementation of an EBCE program, and to provide professional feedback to EBCE staff concerning the adequacy of their program. These objectives have been evaluated by two means. The first was subjective, based on observer notes recorded at each conference. The second was more objective, based on conference attendees' responses to questionnaires. The questionnaire indicated that the greatest areas of concern were, in descending order of importance: consulting assistance, additional staff, financial issues, additional physical facilities, and loss of control for teachers and administrators. Relevant

forms, a sample questionnaire, and a list of 40 facts about EBCE are appended. (Author/PR)

ED 109 500 **CE 004 361**
Program of Studies: Business Education: Grades 9-12.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—110p.; For related documents, see CE 004 362-366

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Business Education, Business Subjects, Career Education, Cooperative Education, Course Content, *Curriculum Guides, Instructional Materials, Office Occupations Education, Resource Materials, Secondary Education, Teaching Methods, Unit Plan

The first section of the business education curriculum guide for grades 9-12 provides brief statements concerning program descriptions, goals, course offerings, and objectives. Section 2 provides detailed descriptions and objectives for the following courses: accounting, advanced typewriting, bookkeeping, business economics, business information processing, business law, business management, clerk-typist, introduction to business, office practice and procedures, personal typing, shorthand, stenography, survey of information processing, typewriting, and cooperative office education. Part 3 briefly discusses contemporary teaching strategies; defines individual, discovery, group, unit, systems, multimedia, cocurricular, and laboratory instructional approaches; enumerates and describes instructional techniques within these approaches; and offers detailed outlines specifying suggested teaching and learning strategies, organizational alternatives, and sample units for the following: basic business courses, bookkeeping/accounting/data processing and related training courses, stenographic and related training courses, typewriting and related training courses, and cooperative office education. (JR)

ED 109 501 **CE 004 362**
Program of Studies: Distributive Education: Grades 7-12.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—51p.; For related documents, see CE 004 361-366

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Education, Cooperative Education, Course Content, *Curriculum Guides, *Distributive Education, Instructional Materials, Marketing, Merchandising, Resource Materials, Retailing, School Community Relationship, Secondary Education, Teaching Methods, Unit Plan, Wholesaling, Youth Clubs

Identifiers—DECA, Distributive Education Clubs of America

The first section of the distributive education curriculum guide for grades 7-12 provides brief introductory statements concerning program and course descriptions and the role of Distributive Education Clubs of America (DECA) and business community advisory committees in the distributive education curriculum. Section 2 provides detailed descriptions and objectives for the following courses: fundamentals of distribution, studies and marketing, advanced studies in marketing, fashion merchandising, cooperative fashion merchandising, creative selling, education for employment, Work Experience Career Exploration Program (WECEP), marketing (accelerated course), food distribution, and petroleum marketing. Section 3 defines the cooperative method, the project method, the coordination of on-the-job-training, and DECA as instructional approaches; suggests a variety of instructional techniques for use within these approaches; lists several organizational alternatives; and outlines units for the following courses: fundamentals of distribution, studies in marketing, advanced studies in marketing, fashion merchandising, cooperative fashion merchandising, education for employment, WECEP, and creative selling. (JR)

ED 109 502 **CE 004 363**
Program of Studies: Driver Education: Grades 9-12.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—88p.; For related documents, see CE 004 361-366

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Course Content, *Curriculum Guides, *Driver Education, Instructional Materials, Resource Materials, Secondary Education, Skill Development, Teaching Methods, Traffic Safety, Unit Plan

The first two sections of the driver education curriculum guide for grades 9-12 provide brief statements concerning program description and course objectives. Section 3 is divided into two parts: the first part deals with classroom teaching and includes a nine-unit course outline on driving skills and driver preparation and an appendix consisting of identification lessons, suggested projects, and guides to literature, films, and transparencies; the second part deals with in-car instruction and includes a seven-unit course outline on car operation and an appendix consisting of a literature guide, diagrams of various driving maneuvers and a multiple-car facility, and suggestions for limited commentary driving. Each unit in the course outline lists learning concepts, student behavior, learning activities, resources, and evaluation. (JR)

ED 109 503 **CE 004 364**
Program of Studies: Home Economics: Grades 7-12.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—82p.; For related documents, see CE 004 361-366

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Consumer Education, Course Content, *Curriculum Guides, Foods Instruction, *Home Economics, Home Economics Education, Home Economics Skills, Homemaking Skills, Home Management, Instructional Materials, Nutrition Instruction, Resource Materials, Secondary Education, Sewing Instruction, Textiles Instruction, Unit Plan

Part 1 of the home economics curriculum guide for grades 7-12 provides a brief program description and concise diagrams depicting the overview chart, course charts for grades 7-8 and grades 9-12, and models for semester courses. Part 2 presents detailed unit plans, which include unit descriptions, credit values, minimum class times, prerequisites, and lists of various performance objectives, organized by grade for grades 7 and 8, and by subject matter for grades 9-12. Sample topics for grades 7 and 8 are home living, sewing, foods, and crafts. For grades 9-12 the broad subject headings are: clothing and textiles (12 units); foods and nutrition (8 units); human development (11 units); housing and home furnishings (4 units); and consumer economics and home management (4 units). Four units on related occupations (child development, occupational food service, and sewing for profit) are also included. (JR)

ED 109 504 **CE 004 365**
Program of Studies: Industrial Arts: Grades 7-12.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—66p.; For related documents, see CE 004 361-366

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Construction (Process), Course Content, *Curriculum Guides, Drafting, Electronics, *Industrial Arts, Industrial Education, Instructional Materials, Manufacturing, Resource Materials, Secondary Education, Teaching Methods, Technology, Trade and Industrial Education, Unit Plan

The first part of the industrial arts curriculum guide provides brief descriptions of the program and course goals for grades K-12 and a one-page chart of program courses. Part 2 contains unit plans for grades 7-12 which provide unit descriptions, credit values, minimum class times, maximum students per class, prerequisites, and various unit objectives, for the following courses: exploratory technology, modern industry and technology, industrial arts, the world of manufacturing, the world of construction, research and development in industrial arts, basic technical drawing, architectural drawing, engineering drawing, specialized drawing, electricity/electronics exploration, and electronics. Part 3 of the guide provides detailed outlines of suggested teaching and learning strategies, basic units of instruction, and evaluation methods for each of the courses listed above. (JR)

ED 109 505 CE 004 366
Program of Studies: Trade and Industrial: Grades 9-12.

Fairfax County Schools, Va.
 Pub Date 3 Sep 74

Note—85p.; For related documents, see CE 004 361-365

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Career Awareness, Cooperative Education, Course Content, *Curriculum Guides, Instructional Materials, Secondary Education, *Trade and Industrial Education, Unit Plan

Part 1 of the trade and industrial education curriculum guide for grades 9-12 contains a brief program overview and Vocational Industrial Clubs of America (VICA) description, more detailed descriptions of in-school and out-of-school programs and program classification methods, a list of references, and charts of various programs and training facility locations. Part 2 presents detailed program descriptions which include course descriptions at beginning and advanced levels (specifying credits, minimum class time, maximum students per class, and prerequisites), program objectives, and student performance objectives for each course for the following trade and industrial education programs: auto body repair, auto mechanics, barbering, bricklaying, carpentry, cosmetology, drafting and design, electricity, heating and air conditioning, industrial cooperative training, machinist trade, maintenance and repair, plumbing practical nursing, printing, television servicing, welding, electricity/electronics trade exploration, and ornamental horticulture. (JR)

ED 109 506 CE 004 368

Coal Manpower Projections: 1980. Final Report.
 Kramer Associates, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
 Pub Date 27 Sep 74

Note—69p.
EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Educational Needs, *Employment Projections, *Employment Statistics, Employment Trends, Labor Supply, *Manpower Needs, Productivity, *Skilled Workers, Statistical Analysis, Tables (Data)

Identifiers—*Coal Mining

The National Petroleum Council has projected a 1980 bituminous coal production of 910 million tons. On that basis, the study estimates the manpower which will be required to produce that volume of coal. On the assumption of a productivity increase of two percent per year from 1974 onwards, the 1980 coal output will require a work force of approximately 200,000, or about 45,000 above the 1973 employment figure. Additional workers needed to replace those who die or retire raise new manpower requirements to about 15,000 per year for the remainder of the decade. Because of the increasing mechanization of coal production, the most critical requirement will be for highly skilled workers. There will also be an urgent need for training programs, both in work safety and in mining skills, for young miners. The study supports its conclusions with numerous statistical tables and interpretations of their data. (Author/PR)

ED 109 507 95 CE 004 838

Chenault, Joann

Career Education and Human Services: Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
 Pub Date [74]

Note—28p.
EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Community Involvement, Community Programs, *Community Services, Educational Alternatives, Educational Change, Educational Planning, Educational Programs, Futures (of Society), *Human Services, Relevance (Education), *School Community Cooperation

The monograph is one of a series written primarily for professionals who work in career education or whose work relates specifically to aspects of career education. The purposes of the

monograph are (1) to enter knowledge of the human services movement into the career education literature, (2) to describe the major characteristics of the human services movement, and (3) to present the potentiality of human services as a vehicle for entering career education into the total network of community systems. Part 1 introduces human services as a frame of reference for the planning and implementation of career education. Part 2 provides a brief evolutionary background to set the stage for the presentation of general human services characteristics in Part 3. Ten career education concept assumptions and their implications for human services are considered in Part 4. Part 5 suggests some general recommendations which could serve as the basis for future action by career education professionals. A four-page bibliography is appended. (Author/BP)

ED 109 508 95 CE 004 839

Herr, Edwin L. Cramer, Stanley H.

Conditions Calling for Educational Reform: An Analysis. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—88p.; For related document, see ED 097 588

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Education, Educational Assessment, *Educational Change, Educational Improvement, *Educational Needs, *Educational Objectives, Educational Planning, Relevance (Education), Socioeconomic Influences, Student Needs

Identifiers—Hoyt (Kenneth B)

In the first part of the monograph Herr discusses 5 of the 11 conditions discussed in "An Introduction to Career Education," U.S.O.E. Policy Paper, 1974, by director Kenneth Hoyt, calling for reform in our educational systems: (1) school leavers are deficient in basic skills required for adaptability in society; (2) students fail to see meaningful relationships between what they learn and what they do when they leave school; (3) education fails to meet the educational needs of those who will never enter college; (4) many persons are unequipped with the necessary vocational, self-understanding, and career decision-making skills or work attitudes for the transition from school to work; and (5) education does not meet the needs of minority or economically disadvantaged persons. Cramer, in the second part of the monograph, documents five of Hoyt's points: (1) education has failed to keep pace with post-industrial occupation changes, thus contributing to increased worker alienation; (2) career options for women have not been reflected in the educational system; (3) continuing adult education needs have not been met; (4) there is a need for more public participation in educational policy formation; and (5) insufficient emphasis is placed on sub-baccalaureate degree level programs. (BP)

ED 109 509 95 CE 004 840

O'Toole, James

The Reserve Army of the Unemployed. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Adult Education, *Career Education, Continuous Learning, Employment Opportunities, *Labor Force, *Labor Market, Occupational Choice, Policy Formation, Post Secondary Education, School Community Relationship, *School Industry Relationship, Socioeconomic Influences, *Underemployed, Work Experience

The paper, one of a series of monographs, is intended for educators and employers who are actively concerned with improving the interaction between the institutions of education and work. The purpose of the paper is to make educators more aware of the realities of the labor market. The first part of the paper introduces the concept of underemployment (the under-utilization of such human resources as talent, education, and training) and traces its effects on the society, the individual, the economy, and the institution of education. A rapid increase in the educational at-

tainments of the work force and a marked change in work values among young people are then contrasted to a rather static occupational structure, one with only slowly expanding opportunities for good jobs. It is this particular combination of trends that leads to some of the worst problems associated with underemployment. In the final part of the paper, alternative policies for meeting the problems of underemployment are reviewed, with special emphasis given to life-long learning, especially work-based life-long learning. (Author)

ED 109 510 CE 004 870

Cooperative Education Planning Study: Annotated Bibliography.

CONSAD Research Corp., Pittsburgh, Pa.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 1 Jul 75

Note—59p.; For final report, see CE 004 871

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Cooperative Education, Coordinators, Credits, Educational Finance, Educational History, *Educational Objectives, Educational Trends, Evaluation Methods, Instructional Materials, Literature Reviews, *Program Descriptions, Program Development, Program Planning, Teacher Role, Traditional Schools, Vocational Education, Work Experience Programs

A review of the literature concerning the cooperative education movement brought into focus a number of key issues which helped direct the study effort. Based on that review, the purpose of the annotated bibliography was conceptualized as two-fold: (1) to familiarize the project team with the broad sweep of writings on cooperative education, its history, philosophy, and present status, and (2) to provide more specific background material on the primary concern of the study, the goals and objectives of various cooperative education programs. The 106 annotated entries, listed alphabetically by author, include the following areas of cooperative education: goals and objectives, the student and cooperative education, institutions and cooperative education, employers and cooperative education, history and recent trends, program descriptions, program development, the role of the coordinator, academic credit for work experiences, cooperative education in non-traditional fields, funding for cooperative education, equal opportunity and cooperative education, evaluations and assessments, handbooks, materials, and guidelines, and voluntary versus mandatory programs. Typical bibliographic data are included. A subject index and a list of the periodicals utilized are appended. (BP)

ED 109 511 CE 004 871

Cooperative Education Planning Study: Final Report.

CONSAD Research Corp., Pittsburgh, Pa.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 1 Jul 75

Note—247p.; For annotated bibliography, see CE 004 870

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*College Programs, Colleges, *Cooperative Education, *Cooperative Programs, Data Analysis, Educational Objectives, Evaluation Methods, Junior Colleges, Literature Reviews, Post Secondary Education, *Program Evaluation, Program Planning, *School Surveys, Success Factors, Tables (Data), Universities, Vocational Education

The cooperative education planning study provides an overview and initial analysis of the varied postsecondary cooperative education goals and realities and identifies key issues and indicators of program success to be considered in evaluation cooperative education programs. The study involved several data sources and approaches, including: (1) a literature review; (2) a review of Federally funded 1973-74, cooperative education program proposals; and (3) a detailed examination of eight cooperative education school programs. Data were gathered through: (1) interviews with program coordinators, faculty, students, and staff, (2) a mail survey of current and past students, and (3) telephone interviews with past and present employers of cooperative

education students. The eight sample schools (University of Detroit, the University of the Pacific, Pratt Institute, Pasadena City College, Alice Lloyd College, Lees Junior College, Texas Southern University, and Washington Technical Institute) were selected for their diversity in type of institution, student body characteristics, geography, and mode of program operation. The remainder of the document discusses findings in the areas of defining cooperative education, program goals, differing perspectives, major programmatic issues, indicators of program success, and a summary of the study's implications. (BP)

ED 109 512 CE 004 911
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, Number 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—23,350p.

EDRS Price MF-\$38.52 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education
Documents announced in the Volume 8, Number 4, issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM/ARM resume as MF available in VT-ERIC set. The microfiche set is arranged in the following sequence: (1) a VT number list of documents announced in AIM/ARM, v8, n4, and those found in the set, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 109 513 CE 004 923

Mezirow, Jack And Others

An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975.

Columbia Univ., New York, N.Y. Center for Adult Education.

Pub Date 75

Note—171p.; For Volume 2, see CE 004 924

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Basic Education, Chief Administrators, Coordination, Coordinators, *Decision Making, Educational Objectives, Instruction, *Program Development, *Program Evaluation, Recruitment, Staff Utilization, *State Programs, Students, Tables (Data), Teachers

Identifiers—*Iowa, Perspectives Discrepancy Assessment

Volume 1 presents the findings of an evaluation of Iowa's "merged area" organizational system for adult basic education (ABE), a system which operates from 15 regional community colleges or vocational-technical schools serving as area schools. The perspective discrepancy assessment methodology of the evaluation team was the outgrowth of ABE national field studies and surveys. The strategy analyzes: (1) discrepancies between the expectations of those involved in the program and current practice, and (2) discrepancies between the expectations of those most directly involved in policy formulation and program implementation. Iowa's 400 ABE teachers were randomly divided, half receiving a questionnaire on expectations and half a questionnaire on current practice; a different questionnaire was administered to a random group of students. Teacher return was 71 percent and 82 percent, and student return was 728 questionnaires out of 1,000. Other questionnaires were distributed to adult education directors, learning center coordinators, co-sponsors, and Department of Public Instruction representatives. Discussions of results and interpretive summaries are presented: (1) covering expectations and current practice in six key areas of decision making and program development: goal setting, instruction, recruit-

ment, staffing, staff development, and collaboration and (2) providing extended analyses of characteristics and perspectives of students, teachers, and learning center coordinators. (EA)

ED 109 514 CE 004 924

Mezirow, Jack And Others

An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975.

Columbia Univ., New York, N.Y. Center for Adult Education.

Pub Date 75

Note—116p.; For Volume 1, see CE 004 923

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adult Basic Education, Coordination, Educational Objectives, Inservice Education, Instruction, Measurement Instruments, *Program Evaluation, *Questionnaires, Recruitment, School Community Cooperation, Staff Utilization, *State Programs, *Tables (Data)

Identifiers—*Iowa, Perspectives Discrepancy Assessment

Volume 2 contains copies of the instruments used in the assessment of Iowa's adult basic education (ABE) program and aggregate statewide responses. Included are questionnaires and findings completed by the evaluation committee, coordinators, directors, teachers (both intent and current practice forms), students, learning center coordinators, co-sponsors, and Department of Public Instruction representatives. The six sections cover: recruitment, staffing, instruction, in-service education, collaboration, and goal-setting. A cross-index of questionnaire items is included. (Author/EA)

CG

ED 109 515 CG 009 637

Larson, Lila M.

Manitoba's Adult Basic Education Program.

Manitoba Dept. of Colleges and Universities Affairs, Winnipeg. Community Colleges Div. Instructional Planning and Evaluation.

Pub Date Jun 74

Note—47p.; For related documents, see CG 009 638 and 639

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, *Adult Basic Education, *Employment, *Individual Instruction, Job Skills, Objectives, Program Descriptions, *Social Development, *Systems Approach

Identifiers—Canada, *Manitoba

Manitoba's Community Colleges' Adult Basic Education (ABE) programs are changing from traditional delivery system/group instruction to a multi-mix, multi-media individualized instruction systems approach. The major aim is to provide a broader-based program which will have, in addition to Academics, a pre-occupational as well as a social (life coping skills) aspect. The overall purpose of the ABE program is to assist the student via activities or combinations of activities from the three tracks (academic, pre-occupational, social) to become and to remain gainfully employed. This document presents synopses of the three-track program, including specific examples of the units contained in each, and discussions of the actual operation of the program. (Author/PC)

ED 109 516 CG 009 919

Waldorf, Dan And Others

Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1.

Drug Abuse Council, Inc., Washington, D.C.

Pub Date Apr 74

Note—71p.

Available from—Publications, Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$1.25, \$0.75 for orders of 10 or more, prepaid orders only, \$0.25 postage and handling)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Case Records, *Case Studies, *Clinics, Data Collection, *Drug Abuse, *Drug Therapy, *Program Descriptions, Research Projects, Therapeutic Environment

Identifiers—*Shreveport Clinic (1919 1923)

This report describes the opiate maintenance clinic established in Shreveport, Louisiana (1919-1923), whose short existence has recently been questioned by researchers. The authors of this manuscript visited with the original director of the clinic and were given permission to use the medical records of patients of the old clinic and numerous letters and reports which helped describe the clinic operations. The report consists of an in-depth analysis of the 762 patients, and deals with the specific methods and procedures of both the clinic and detoxification hospital. For nearly 40 years, the narcotics policies of the United States, supervised by the Federal Bureau of Narcotics, have grossly exaggerated the effects of opiates, and have denied the value of any kind of drug maintenance. The Shreveport experience well illustrates these wrongheaded policies. The city was told to tackle its drug problem; it did it well, and then was told it was breaking the law and could not continue. The history of the Shreveport clinic explains a great deal about the nature and early treatment of opiate addiction. The addicts were found to respond well to morphine treatment when regarded as responsible human beings, rather than irresponsible, disturbed criminals as they often are today. In a brief summary, the authors relate their findings to important contemporary issues, namely, the feasibility of drug maintenance. (PC)

ED 109 517 CG 009 920

Safilios-Rothschild, Constantina

Sex Role Socialization Patterns in Selected Societies.

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cross Cultural Studies, *Females, Identification (Psychological), *Sex Role, *Sex Stereotypes, Social Environment, *Socialization, Speeches

This document evolved because studies concerning sex role socialization patterns were available from only a limited number of societies. In addition to examining available research findings, the author develops a number of relevant hypotheses with respect to several selected societies—the United States, Russia, Greece, India, and Eastern Europe. These hypotheses are: (1) equalitarian ideologies superimposed by the state may increase the range of women's educational and occupational options but may have little effect on sex role socialization and the degree of sex stereotyping; (2) same-sex play groups that provide girls with competitive experiences as well as acceptance and prestige for winning and/or mixed-sex friendship groups that replace dating, singly or in combination, can enable girls to develop intellectually and to achieve highly without fear of loss of femininity and popularity; (3) in societies in which there are formalized institutionalized patterns of sex role socialization and sex discrimination, there is no need for informal indirect, and disguised sex discrimination. (Author/PC)

ED 109 518 CG 009 921

Bayer, Alan E. Dutton, Jeffrey E.

Trends in Attitudes on Political, Social, and Collegiate Issues Among College Students: The Mid-1960's to Mid-1970.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, *College Students, Comparative Analysis, Higher Education, *Longitudinal Studies, *Political Attitudes, *Social Attitudes, Speeches, Student Characteristics, *Trend Analysis

Identifiers—CIRP, *Cooperative Institutional Research Program

This paper reports on the results of an ongoing large-scale nationally representative sample of college students, which provides time series data on attitudes for a broad array of issues. A representative sample of between 250,000 and 350,000 freshmen, entering more than 300 institutions throughout the nation, was surveyed each fall (1967-1974) by UCLA and the Amer-

ican Council on Education as part of the ongoing Cooperative Institutional Research Program (CIRP). The characterizations of students of the mid-1970's as growing more apathetic and as being more conservative than their predecessors of the 1960's gained little support from a comparative analysis over time. With respect to student's political self-identification, while there is a shift away from the liberal end of the spectrum, there is a parallel trend away from the conservative end as well over the six years, 1969 to 1974. The relatively high level of awareness and concern over current societal and collegiate issues among the most recent college entrants indicates that continuing strong support for reform is likely to emanate from the college community. In general, today's student body might be characterized as a more viable and effective locus for potential mobilization of social criticism and dissent possibly of more positive and constructive tone than that of the 1960's—than at any earlier time in history. (Author/PC)

ED 109 519 CG 009 922
Garman, Lynne G. Plant, Walter T.
Sex-Role Stereotypes and Educators' Descriptions of Mature Personality.
Pub Date 27 Apr 74

Note—9p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comparative Analysis, Elementary Secondary Education, Higher Education, *Maturation, *Sex Differences, *Sex Role, *Sex Stereotypes, Speeches, *Teacher Attitudes

Identifiers—*The Stereotype Questionnaire

Do educators' descriptions of healthy, mature, socially competent individuals differ as a function of the sex of the person judged? Does the sex of the educator have an effect on the use of sex-role stereotypes? The Stereotype Questionnaire was administered to 126 instructors from every level of education, with instructions to describe a healthy, mature, socially competent adult male, adult female, or adult. The results supported five general conclusions: (1) high agreement exists among educators concerning the attributes of mature males, females and adults; (2) educators' concepts of health, maturity, and social competence differ for men and women; (3) these differences parallel common sex-role stereotypes which assign less social value to the feminine role; (4) educators are less likely to attribute characteristics of mature adults to a woman than they are to a man; and (5) female educators see women as coming significantly closer to the adult standard than do male educators. Possible explanations for this double standard are discussed. (Author/PC)

ED 109 520 CG 009 923
Heal, Laird W. Johnson, John T.

The Role of Cue Familiarization in the Discrimination Performance of Retardates, Primary Students, and College Students.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Report No.—IMRID-P/R-5-16

Pub Date 68

Note—21p.

Available from—IMRID Publications Office, Box 163, George Peabody College for Teachers, Nashville, Tennessee, 37203

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Discrimination Learning, *Intelligence Differences, *Learning Processes, *Performance, *Primary Grades, *Research Projects, *Retarded Children, *Shift Studies, *Transfer of Training
Retardates, primary students, and college students were given either a reversal or an intradimensional shift after either a criterion of five or twenty correct on a pre-transfer problem. An automated two-choice apparatus projected planimetric color and form cues from the rear onto panels that the subject was instructed to press. Both the pre-transfer and the shift problems required S to choose one of two difficult-to-discriminate forms and ignore two easy-to-discriminate colors. Under these conditions the intradimensional shift was harder than the reversal

for both retardates and primary students. The reversal was harder for the college students, but only after a pre-shift criterion of five correct. It was noted that the mechanism of attention-to-dimension or mediation was insufficient to account for these data. A supplementary mechanism was proposed. (Author)

ED 109 521 95 CG 009 924
Benson, Arland N.

Personalized Education Using Group Methods: Strategies for Career Education in Guidance, Classroom, and Teacher-Advisor Programs.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—33-A-40

Pub Date 74

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Group Dynamics, *Group Instruction, *Human Relations, *Individualized Instruction, Inservice Teacher Education, *Instructional Materials, Resource Materials, Secondary Education, *Vocational Development

A need to integrate the various trends in education including career development, human relations, and individualized instruction in a group setting was a primary motivation for this book. A second motivation was the need for "hands on" materials and strategies that teachers and counselors could use with students—in this case primarily at the junior and senior high school levels. The first four chapters are more general and theoretical and might be used as part of a course, consultation program, or an inservice program on applied group dynamics. Chapters Five through Nine can be used independently of the theoretical chapters and might be used as the basis for instructional packages by teachers and counselors. (Author)

ED 109 522 CG 009 927
Sanders, Mark S. Freedman, Steven

An Effect of Knowledge of Results on Performance with Goal Setting Controlled.

Pub Date 25 Apr 74

Note—10p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Feedback, *Learning Motivation, *Objectives, Perceptual Motor Coordination, *Performance Factors, Research Projects, Speeches

Identifiers—*Locke et al (1968)

Locke has concluded that motivational knowledge of results (KR) has no effect on performance if goal is controlled. Previous studies, however, always afforded to No KR groups some KR. In the present study a 2x2 factorial design (KR-No KR; low-high goal) was used. Stringent controls were instituted to eliminate all KR, in the No KR conditions. The results indicated that KR did have an effect on performance contrary to previous studies. (Author)

ED 109 523 CG 009 928
Ferguson, Richard L. Maxey, E. James

Trends in the Academic Performance of High School and College Students.

Pub Date [75]

Note—25p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Achievement Tests, College Students, *Comparative Analysis, *Grades (Scholastic), *Longitudinal Studies, Measurement, Secondary School Students, Speeches

Identifiers—*ACT Assessment Program

Longitudinal data on the academic performance of high school and college students who completed the ACT Assessment Program beginning in 1964-5 are reported. Specifically, trends in students' high school averages, their test scores on the ACT, and their first semester college grade point averages are examined. Over an eight year period, grades awarded by high school

and college faculty have shown a significant increase while at the same time ACT test scores have been on the decline. The results are consistent across all types of institutions, and for various subgroups of students. (Author)

ED 109 524 CG 009 929
Meadows, Mark E. Higgins, Earl B.

Involving Students in Assessment of Student Development: A Training Modality.

Pub Date [75]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Students, *Counselor Training, *Developmental Programs, Educational Programs, *Evaluation Methods, Graduate Students, Models, Psychological Evaluation, Speeches, *Student Development

An experience involving graduate students enrolled in a student development preparation program in the direct assessment of undergraduate students' psychological development is described. Two views of student development found in the literature are presented and results of assessment procedures are presented along these lines. Generally, data generated support of a "continuity" model of student development. Student response to the training activity was of such a positive nature that inclusion of direct experiences in assessing student development is recommended. (Author)

ED 109 525 CG 009 930
Hanson, Gary R.

Assessing the Career Interests of College Youth: Summary of Research and Applications. Research Report No. 67.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-67

Pub Date Dec 74

Note—80p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (HC \$1.00, check or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Choice, College Majors, *College Students, Decision Making, Higher Education, *Interest Tests, *Item Analysis, Research Projects, *Test Validity, Vocational Counseling

Identifiers—*ACT Interest Inventory

This report describes the rationale, development, technical characteristics, and use of the ACT Interest Inventory, which provides both descriptive information about an individual's interests and information to facilitate focused exploration of educational and career alternatives. The report begins with consideration of the question, "What are interests and why do we measure them?" It concludes with a discussion of the ways information about group differences in educational and vocational behavior can be used to help individuals make satisfying and rewarding career choices. The results of extensive item analyses indicated that the scales of the ACT Interest Inventory measure six basic dimensions of interest with sufficient consistency and accuracy for individual counseling with students. Group differences in item responses suggested that separate scaling and norming procedures were needed for men and women, but that whites and non whites did not require separate norms. Validity evidence supporting the descriptive use of the ACT Interest Inventory included correlational information showing that the six scales are relatively independent, are interrelated in the expected circular fashion, are highly related to Strong Vocational Interest Blank scales measuring the same dimensions, and are unrelated to ACT ability measures. (Author)

ED 109 526 CG 009 931
Hoyt, Kenneth B.

Career Education and Counselor Education.

Pub Date 25 Mar 75

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Counselor Role, Counselor Training, Elementary Secondary Education, Guidance Counseling, Occupa-

tional Guidance, *Role Theory, Speeches, State of the Art Reviews, *Vocational Counseling

This address by the Director, Office of Career Education (OE) discusses the relationships between career guidance and career education. In particular, it examines the questions concerning: (1) differences in meaning between the terms "career guidance" and "career education," (2) whether counselors should seek to become "career education coordinators," and (3) the relationship between counselors and career education coordinators. If, in fact they be two different "animals." The author concludes with some suggestions regarding how career guidance personnel might most effectively relate with the career education movement as it currently exists. (Author/HMV)

ED 109 527 CG 009 932

Hoyt, Kenneth B.
Career Guidance, Career Education, and Vocational Education.
Pub Date 10 Dec 74

Note—12p.; Paper presented at the Annual Meeting of the American Vocational Association (New Orleans, Louisiana, December, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Counselor Role, *Guidance Counseling, Occupational Guidance, Speeches, *Vocational Counseling, *Vocational Development

These remarks by the Director, Office of Career Education (OE) suggest the need for career education to operate as a concept, career guidance to operate as a service, and vocational education to operate as a program. This paper defines these three areas and elaborates on how counselors can make them best function, in a complementary way, for the students they serve. In conclusion, he outlines six student needs which counselors must unite to meet: (1) recognize and capitalize on the increasingly close relationships between education and work that exist now and will exist in the future, (2) allow the need for work to become a more meaningful part of the total lifestyle of the individual, (3) protect freedom of choice for the individual, (4) provide systematic professional assistance in career decision making, (5) acquire general career skills needed for career adaptability, and (6) acquire sets of job-specific skills that can be used in making a successful transition from the world of schooling to the world of paid employment. (Author/HMV)

ED 109 528 CG 009 933

Hoyt, Kenneth B.
The NACVE 6th Report: An Interpretation of Its Meaning.
Pub Date 27 Apr 75

Note—13p.; Paper presented at the Joint National Conference on the NACVE 6th Report (Washington, D.C., April, 1975); For the NACVE 6th Report, see ED 064 480

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Conference Reports, *Counseling, Counselors, Elementary Secondary Education, Guidance, Speeches, *Vocational Education

Identifiers—*NACVE 6th Report

The author comments on the meaning of the 16 recommendations of NACVE's 6th Report (Counseling and Guidance: A Call for Change), and emphasizes their basic consistency with policies of both the APGA and the AVA. The remainder of the paper addresses the questions now facing counselors, such as why nothing more is being done to implement these recommendations, and the actions counselors are now willing and able to initiate. The author concludes with remarks regarding the relationship of the career education concept to career guidance service and vocational education programs. (Author/HMV)

ED 109 529 CG 009 934

Yager, Geoffrey G.
Self-Control Applications to Counselor Education.
Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Change, *Change Strategies, *Counselor Training, *Self Control, *Skill Development, Speeches

An argument is made that all counseling should be aimed at eventually transforming helpes into helpers. The method of achieving this aim is to develop the client's skills of behavior change. The manner of encouraging these "counselor skills" involves the achievement of self-acceptance through two possible approaches: Magic and self-control. Although not totally without magic, the teaching of the self-control approach seems to be the more likely choice. Thus, the implementation of self-control projects by clients, counselor-trainees, and counselor-educators is encouraged. (Author)

ED 109 530 CG 009 935

Hoyt, Kenneth B.
Career Education: Challenges for Counselors.
Pub Date 28 Sep 74

Note—13p.; Paper presented at the Meeting of the All Ohio School Counselors Association (Columbus, Ohio, September 28, 1974); Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Change Strategies, *Counseling Effectiveness, *Counselor Role, Elementary Secondary Education, Guidance Personnel, *School Community Relationship, Speeches, Vocational Development

The author contends that in the past counselors have put an undue emphasis on describing students by their characteristics with a relative lack of emphasis on understanding them through their behavioral accomplishments. Career education challenges all counselors to correct this imbalance because it is action-centered and experience-oriented. The author proposes that the action orientation of career education calls for more "action-oriented" counselors. It also encourages the use of classroom resource persons from the business-labor-industry-professional-government community, and makes career guidance the proper business of the entire school, community, home and family. He concludes with remarks regarding the new role counselors must accept if career education is to be a success. (Author/HMV)

ED 109 531 CG 009 936

Schwartz, Lester J. And Others
A Comparison of the Effects of Growth Groups in a Counselor Education Course.

Pub Date [73]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comparative Analysis, *Counselor Training, Higher Education, Interaction Process Analysis, Research Projects, *Self Concept, *Sensitivity Training, *T Groups, *Training Techniques

Identifiers—*Barons Ego Strength Scale

This study attempted to examine whether growth groups are an effective training technique in counselor education. Two experimental groups which differed in group size and the amount of time devoted to the group experience were compared to a control group. Improved congruence between real and ideal self was found in the students who participated in the smaller and more intensive groups. There were no differences among the groups in measures of ego strength and perceptions of others. Reasons for the limited success of the groups in this and similar studies are discussed. (Author)

ED 109 532 CG 009 937

Johnson, Lynn E. And Others
Hatching, Scratching, and Dispatching: A Creative Career Development Approach.

Pub Date Apr 74

Note—53p.; Papers presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 8-12, 1974); Several pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, *College Students, *Counseling Services, Higher Education, *Interdisciplinary Approach, Occupational Guidance, Program Descriptions, Speeches, *Vocational Development

This paper is a compilation of the presentations of six panelists from Brigham Young University describing an innovative career development program for university students. Unlike years past, when students were strongly urged to select a

major course of study immediately upon admission to the University, the new program recognizes that career decisions have often been made in the light of very inaccurate information. It contends that career education and development are processes, not products, and that the student must be allowed time for exploration. The program is designed to respond to these problems. The first paper deals with the different university departments involved in the program, while the second describes a one-credit hour course called, "Practical Decision Making." The third presentation presents an overview of the decision making process and the fourth offers an evaluation of new career development programs. The fifth article deals with the use of self-instructional aids in career counseling while the final presentation describes a unique approach by Brigham Young University intended to make students more aware of its services. (HMV)

ED 109 533 CG 009 938

Hopkinson, David Lubetkin, Arvin
Consultation: An Organized Effort to Impact the Campus. I. Smorgasbord Consultation With Campus Police.

Pub Date [75]

Note—7p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Colleges, *Counseling Centers, Counselor Role, Higher Education, *Police, Program Descriptions, *Teamwork

Service agencies on a campus tend to operate in parallel isolation, at times working at cross purposes. A consultant from a counseling center can act as a liaison and resource person for a campus police department while developing the relationship between the two offices. The process of developing a consulting relationship is described. Potential benefits for students due to cooperation of counselors and police officers are identified. On a larger scale is the possibility of cooperative programming by service agencies with overlapping interests. (Author)

ED 109 534 CG 009 939

McAlear, Charles A.
Life Planning—An Action Oriented, Self-Directed Approach.

Pub Date [75]

Note—19p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, College Students, Counseling Centers, Higher Education, *Models, *Student Development, *Student Personnel Services, *Vocational Development

Identifiers—*Self Directed Career Programs

The goal of this program is to address the ongoing issue of the delivery of quality counseling services. The delivery crisis, present in many areas of counseling and psychological services, is also a reality in career development services. In fact, it is an accelerating issue in career development services because of new demands that work should meet many personal needs of workers and that career development services should help clients find such work. This program brings together a variety of current strategies which address one issue: how best to provide useful career development services to college students. The program focuses on two areas: intervention originating in university counseling centers and the outreach approach of undergraduate courses in career choice. This program aims to present participants with specific skills and techniques needed for delivering career development services to college students. (Author)

ED 109 535 CG 009 940

Task Force on Responsible Decisions about Alcohol, Interim Report Number 1. Summary, Technical Document, and Reports on Working Conferences.

Education Commission of the States, Denver, Colo.

Pub Date [74]

Note—80p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (HC-\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Alcoholism, *Drinking, Drug Abuse, *Program Evaluation, Research Projects, Socially Deviant Behavior, *Social Problems

In 1974, the Education Commission of the States (ECS) began to develop an innovative program to involve the total education system in seeking solutions to one of society's oldest problems—alcoholism. This report reviews the first year's activities of the task force, presents preliminary findings and outlines goals for the coming year. To provide many perspectives in viewing the issues, the task force was chosen from a broad cross section of leadership throughout the nation. Specifically, the task force determined: (1) alcoholism has a direct relationship to daily living experiences; (2) efforts to establish an effective mechanism to prevent alcohol-related problems have fallen short because the focus of the efforts has been too narrow; (3) the ability of citizens to make responsible decisions regarding use of alcohol relates directly to the individual's general decision-making competence; (4) human service programs generally suffer from the lack of an effective delivery service; (5) no clear assessment of how genetic, physiological, psychological, and societal factors influence the problem has been determined; and (6) present prevention services have limited effectiveness. (Author/HMV)

ED 109 536 CG 009 941

That 51 Per Cent: Ford Foundation Activities Related to Opportunities for Women.
Ford Foundation, New York, N.Y.
Pub Date Apr 74
Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Civil Liberties, Educational Needs, *Females, *Grants, *Opportunities, Professional Occupations, Research Projects, *Sex Discrimination, Social Change, Working Women

This manuscript is one of a series of reports on activities supported by the Ford Foundation. Under a recently adopted policy the foundation has expanded its concern for women's rights to include affirmative action considerations in grant-making negotiations. Among the factors now weighed when assessing grant applications are the opportunities that prospective grantee organizations provide to minorities and women, and the scope of their efforts to correct any inequities. After nearly a year of study, discussion, and consultation with experts in various fields, funds were committed for programs directed toward the solution of problems of sex-based inequality. This paper describes the main lines of foundation activity within the following areas of concern: (1) legal rights and equal opportunity; (2) educational needs; (3) women in the work force; (4) women in the professions; (5) research on women in society; and (6) overseas activities related to women. Included in the appendices are grants made by the Ford Foundation over the past few years related to opportunities for women, and faculty fellowships for research on women in society. (Author/PC)

ED 109 537 CG 009 942

Schools Council and the Young School Leaver.
Schools Council, London (England).
Pub Date Mar 75
Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Dropout Prevention, Dropout Rate, Dropout Research, *Instructional Materials, Literature Reviews, *Program Descriptions, *Program Development, *Secondary School Students

Identifiers—*England

This brief report describes formation of the Schools Council and the philosophical impetus for developing the "Young School Leaver Programme." Emphasis is placed on the council's work in helping the young leaver establish a relationship to the society into which he will emerge, and on more practical problems. The council's program attempts to provide not only teaching material but supporting evidence for what might otherwise remain hunches, information about methods and content of teaching for programs that work elsewhere, and new ideas tested in limited situations which may help teachers to

think anew about the relationship in which the school stands to its local community. A selected Schools Council bibliography is also presented, as well as a list of council inquiries and projects relevant to raising the school-leaving age. (Author/PC)

ED 109 538 CG 009 943

von Gustedt, Ruth

Supervising Paraprofessionals in Extension Programs.
Extension Service (DOA), Washington, D.C.; West Virginia Univ., Morgantown. Appalachian Center.

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Counseling, Extension Education, Helping Relationship, *Human Relations, *Nonprofessional Personnel, *Skill Development, State of the Art Reviews, *Supervision

Many books and papers have been written on the mechanics of supervision, but few of these materials deal with the concept of human relations and supervision. This brief paper looks at the humaneness of supervision—a necessary ingredient for successful supervisory skill. (Author)

ED 109 539 CG 009 944

Demos, George D.

Counseling with College Youth—from Apathy to Militancy.

Pub Date [Nov 74]

Note—5p.; Paper presented at the Annual Meeting of the Nevada Personnel and Guidance Association (19th, Stateline, Nevada, November 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*College Students, *Counseling Effectiveness, Helping Relationship, Higher Education, Individual Development, Interpersonal Relationship, *Maturation, *Self Concept, Self Evaluation, Speeches, *Student Development

This paper offers some suggestions to college counselors which are pertinent for effecting change in self-concept of student clients. What the counselor is really attempting to do in the counseling relationship is to help the youthful client find a more constructive, less painful, and healthier way to go through the maturational process which can lead to positive and constructive change in self-concept. Perhaps this is the lesson that young people must eventually find out for themselves: that it is desirable to search for the truth, and there are no better ways than reality confrontation and hard work. (Author/PC)

ED 109 540 CG 009 945

Westerheide, W. J. And Others

The Service Outcome Measurement Form: Pretest-Posttest Instrumentation and Practice Exercise (Factored Version); Field Test (Case Difficulty); Development and Testing. Monograph 2.

Oklahoma State Dept. of Institutions, Social and Rehabilitation Services, Oklahoma City.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date 75

Note—254p.; For related document, see ED 099 719

Available from—Department of Institutions, Social and Rehabilitative Services, P. O. Box 25352, Oklahoma City, Oklahoma 73125

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Behavior Change, Factor Analysis, *Measurement Instruments, *Rehabilitation Programs, Research Projects, *Success Factors, *Test Construction, Test Reliability, Test Validity

Identifiers—*Service Outcome Measurement Form, SOM

The Service Outcome Measurement Form (SOM) was the result of Service Outcome Measurement Project, and was developed and tested with the cooperation of Rehabilitation Administrators and Counselors in the state agencies of 11 states. The Project was designed to develop a method of measuring the relative difficulty of cases and to measure client change. This set of three documents summarizes the development and testing of the SOM—the development of the form, the reliability study, factor analytic study,

case difficulty study, and client change study. (Author/PC)

ED 109 541 CG 009 946

Sofge, Charles T.

Prediction of Performance and Satisfaction of Aeronautical Engineering Students at the Naval Postgraduate School.

Report No.—AD-A-003-539

Pub Date Sep 74

Note—78p.; Master's Thesis, Naval Postgraduate School

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 Order No. AD-A-003-539; (MF-\$2.25, HC-\$4.75)

Document Not Available from EDRS

Descriptors—Academic Achievement, *Aerospace Technology, Aptitude Tests, Interest Tests, *Job Satisfaction, *Military Schools, *Predictive Ability (Testing), *Predictor Variables, Research Projects

Identifiers—*Strong Vocational Interest Blank

A primary objective of this research was the development of predictors of academic performance and satisfaction for aeronautical engineering students. Three basic types of data used to develop predictors were biographical (historical), academic aptitude (graduate record exam), and individual interests (Strong Vocational Interest Blank) data. Several successful predictors of performance were developed, but further research is required to successfully predict student satisfaction. (NTIS)

ED 109 542 CG 009 947

White, Jeff

The Magic Collection.

Pub Date Jun 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adults, Elementary Secondary Education, Emotional Development, Guides, *Individual Development, *Interpersonal Relationship, *Objectives, *Self Actualization, *Self Concept, Social Development

Identifiers—*Indicators

This set of guides lists indicators for self-actualization, interpersonal effectiveness, and positive self-concept in a format that is easily utilized and nonprescriptive. These indicators are written primarily for school age children to adults, and they cover the areas of socio-emotional growth. In this collection, goals are divided into their component areas or subparts. Each of the component areas has at least one separate page devoted to itemizing possible indicators, or ways that growth in that particular area might be visualized. This format allows users to select goals and component areas based on their own criteria. Approximately 21 different goals and component areas make up this collection. The author also discusses putting the indicators into practice by planning to meet goals in each of four areas: structural, organizational, activity, and response. (Author/PC)

ED 109 543 CG 009 948

Cross, K. Patricia

Assessment of Student Development.

Pub Date 8 Mar 75

Note—21p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Change Agents, *Developmental Programs, Evaluation, *Higher Education, *Models, Speeches, *Student Development, *Student Personnel Services, Student Personnel Workers

The field of student development is currently quite fluid, which means that there is room for almost any carefully formulated hypothesis about the developmental process. The author discusses three models of student development but concludes that none should serve as the only model for student development specialists. There is profound and important difference between student services and student development that must be recognized if the movement is to have any credibility. Offering student services that are useful and desired is not the same as offering programs deliberately designed to help students know who they are and what they wish to be and to do in this life. The author stresses that if the

profession is to make substantial progress and to gain the respect of students and academic colleagues, it will have to begin to educate a new generation of student development specialists. They will need to be able to contribute to the scholarship and research, theory and practice of human development from birth through death. (Author/PC)

ED 109 544 CG 009 949

Elmore, Patricia B. And Others
The Attitudes Toward Feminist Issues Scale: A Validation Study.

Pub Date Mar 75

Note—33p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Attitudes Tests, College Students, Females, *Feminism, *Rating Scales, Research Projects, Social Attitudes, Speeches, *Test Reliability, *Test Validity

Identifiers—*Attitudes Toward Feminist Issues Scale

The 120 resolutions of the 1970 national convention platform of the National Organization for Women were paraphrased to form items for the nine subscales of the Attitudes Toward Feminist Issues Scale. Subjects were 61 introductory women's studies students and 44 introductory psychology students. The attitudes Toward Feminist Issues Scale was given to both groups on the first day of class and at the end of the course three months later. For the precourse administration of the Attitudes Toward Feminist Issues Scale women's studies students responded with a more liberal feminist position than introductory psychology students and women students responded with a more liberal feminist position than men. Pearson product-moment correlation coefficients were computed to determine the test-retest reliability of subscale scores and total score from the precourse and postcourse administrations of the scale to the introductory psychology students. The observed correlation coefficients for all subscale scores and the total score were significantly different than zero. The students' subscale scores and total score on the Attitudes Toward Feminist Issues Scale were submitted to a three-factor analysis of variance. The two independent groups factors were student sex and course type. The repeated measure factor was precourse-postcourse administration of the scale. (Author)

ED 109 545 CG 009 950

Rankin, Gary E.
Developing a Model for Assessment of Student Personal Outcomes.

Pub Date 75

Note—5p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Evaluation Methods, Higher Education, *Models, *Program Effectiveness, Program Evaluation, Speeches, *Student Personnel Services, Success Factors

In order to better measure outputs in the student personnel services, an attempt was made through an all day off-campus student affairs retreat to develop a model which would identify the desired outcome, indicate the accountable area, specify the method of accomplishing the outcome, and list the techniques for measuring the accomplishments in terms of completion and effectiveness. A short synopsis of the results of the retreat is discussed, as well as the results of several followup sessions. The completed model, however, is not presented in the report. (Author/PC)

ED 109 546 CG 009 951

Barstow, Lewis A.
Decentralization and Student Development: What Is a "Decenter" and How Does It Work?

Pub Date Mar 75

Note—83p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrative Organization, College Programs, *Counseling Services, *Decen-

tralization, Higher Education, *Human Services, Program Descriptions, *Student Needs, *Student Personnel Services

Included in this presentation is a description of a student handbook containing rules and regulations of the campus, and information about transportation, housing, health services, extra curricular activities, and other data. A telephone network is described which operates around the clock to give students access to a wide variety of topics including curriculum requirements and legal services. Other services offered include: staff directory, a learning skills program, specialized handbooks for lower classmen and for upperclassmen, a dial service to someone from the Dean's office, and a campus assistance center. These campus services attempt to respond to the needs of all students. (Author/CJ)

ED 109 547 CG 009 952

Casto, Glen And Others
Cultural Awareness: Learning Your Way Around a New Culture. Revised.

Antilles Consolidated Schools, Ft. Buchanan, Puerto Rico.

Pub Date 26 Dec 74

Note—123p.; Developed with the cooperation of Naval Station Roosevelt Roads, Human Resource Management Department

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Cultural Awareness, *Cultural Interrelationships, Cultural Pluralism, Culture Contact, Curriculum Guides, *Human Relations Programs, *Intercultural Programs, Inter-group Relations, Junior High Schools, *Puerto Rican Culture

This cultural awareness course has been designed to help American junior high school age students integrate various dimensions of Puerto Rican culture with their native culture through an experientially based program of instructional activities. Lessons on the identification, demonstration, and discussion of behaviors indigenous to persons of Puerto Rican heritage are included along with behaviorally measurable instructional objectives. Detailed teacher information on time required for each lesson, materials needed, instructional strategies, and suggested implementation of activities is included. Various lessons provide practice in speaking Spanish and imitating culturally specific behaviors used in interpersonal exchange. A Cross Culture Simulation Game designed to enhance the students' cultural awareness, a pre- and posttest to be administered to students, and a student critique of the course are included. The authors have included a general bibliography of printed materials, filmstrips and films, as well as a bibliography of printed material more specifically relating to Puerto Rico. Both bibliographies are partially annotated. (JS)

ED 109 548 CG 009 953

Heise, William And Others
Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures.

Schoolcraft Coll., Livonia, Mich.

Pub Date 75

Note—66p.

Available from—John R. Webber, Schoolcraft College, 18600 Haggerty Road, Livonia, Michigan 48151 (HC-\$7.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adults, *Career Planning, *Counseling Programs, *Decision Making, *Group Guidance, Guidance Services, *Junior Colleges, Program Guides, Seminars, Student Personnel Programs

The Career Planning Seminar was developed by a committee of Schoolcraft Community College counselors for the purpose of facilitating career decision-making in groups. This group structure was adapted from the Systematic Career Counseling Process (used for individual counseling). The program is primarily a guide for counselors and suggests a format and group activities that can be used with career counseling groups of 10 to 12 participants. The process has a positive approach and focuses on the key issues that go into making career decisions. The program is intended to be used with any person who wishes to clarify his/her career future. This group process is being used with community college students who are concerned mainly with choosing an occupation or a college major. It is also being used with

adults who want to clarify their lifework objectives and perhaps make mid-life career changes. The Career Planning Seminar is designed to be used in 12 two-hour sessions. It is suggested that the groups meet over a period of 12 weeks; however, other designs such as weekend workshops are feasible. Session topics include: Introduction, Vocational History and Development, Personal Career Needs, Career Information, Self Concept, Value Clarification for Career Choice, Work Value Auction, Level of Functioning (Reality Factors), Strength Acknowledgment and Career Choices, Summary of Career Information, and Career Planning. (Author)

ED 109 549 CG 009 955

Weigel, Richard G. Uhlemann, Max R.
Developing Individualized Behavior Change Goals with Clients: A Procedure.

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Behavior Chaining, *Behavior Change, Counseling Effectiveness, *Individual Counseling, *Participant Involvement, Performance Criteria, *Psychotherapy, Speeches

This document reviews 10 specific and sequential steps which have emerged as being particularly effective in assisting clients in developing individualized behavior change goals in psychotherapy. The therapist and client typically work through these steps together near the beginning of treatment, but only after the client has had the opportunity to ventilate the nature of his concern and to become aware of the therapist's involvement with him. The therapist introduces the task by explaining its nature and indicating that clients are often aided by the very act of expressing their concerns with a view toward specific behavioral change goals. Steps in the therapeutic process include setting of: (1) general goal; (2) behavior goal; (3) observable behavioral goal; (4) specific observable behavioral goal (limiting the scope of the behavior and designating the time, place, person, or context); (5) base rate; (6) criteria of failure; (7) reality check; (8) importance check; (9) contract; and (10) criteria for evaluation and renegotiation. Although the procedure was developed for individual behavior change, the same steps can be used effectively in group therapy. (Author/PC)

ED 109 550 CG 009 956

Archibald, Robert D.
The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Affective Behavior, *Cognitive Processes, *Communication (Thought Transfer), *Cultural Differences, Interaction Process Analysis, *Minority Groups, Research Projects, Secondary Education, Secondary School Students, *Teacher Behavior, Teacher Characteristics

Identifiers—F NR Index, *Friedenberg Nordstrom Resentment Index

This study was undertaken in an attempt to determine if the traits of flexibility, openness, and sensitivity found in high school teachers would be associated with higher levels of satisfaction among students in general and among minority students in particular. Thirty-nine teachers and 953 students served as subjects in the study. Three measures were administered to teachers: (1) the Parsons-Kreuter Resentment Index; (2) the This I Believe test; and (3) the Cross Cultural Sensitivity test. These scales were related to a measure of student satisfaction with the teacher and school environment obtained via the Friedenberg-Nordstrom Resentment Index. Support was found for the hypothesis that the openness, flexibility, and sensitivity of a teacher's cognitive style and perceptual systems can have positive effects on the satisfaction and adjustment of students. Unusual or exceptional patterns of relat-

ing to others did not seem to be required for successful communication with minority students. However, without the sensitivity to understand another and to resist the inclination to make strong and negative attributions based on unusual behavior, the "concerned" teacher may be seen as paternalistic and unresponsive. (Author/PC)

ED 109 551 CG 009 957

Wolton, Kenneth A.
Counseling Girls and Women: A Guide for Jewish and Other Minority Women. BBCCS Pamphlet No. 1023

B'nai B'rith, Washington, D.C. Vocational Service.

Pub Date 73

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Choice, Changing Attitudes, *Counseling Effectiveness, *Employment Opportunities, *Females, Guides, *Jews, Minority Groups, Occupational Information, Social Change

Identifiers—*B'nai B'rith Counseling Services

Designed primarily for the counseling of Jewish women, this guide provides an overall picture of the world of work in the 1970's and offers specific information on the needs of minority groups in the counseling setting. The authors conclude that the number of opportunities that exist for women are infinite, and that there is no longer any need for a woman to feel that her occupational horizons are limited. Group guidance techniques are viewed as valuable tools in providing up-to-date information and motivating participants to gain insights into new educational and career possibilities that may exist for them. Conclusions from research on Jewish women are presented, especially as these conclusions help counselors better understand this unique minority group. A comprehensive bibliography is included, as well as a list of women's causes, committees, and professional associations. (PC)

ED 109 552 CG 009 958

Malign, Lawrence R. Morrow, Sandra L.

What Can I Do with a Major in...? 190 Careers That More Than 10,000 Graduates of the 19 Most Popular Majors Have Entered From 1950 to the Present.

Pub Date 75

Note—101p.

Available from—St. Peter's College Press, Department A, Jersey City, New Jersey 07306 (HC-\$6.95)

Document Not Available from EDRS

Descriptors—Books, Career Choice, *Career Planning, *College Graduates, College Majors, Decision Making, *Employment Opportunities, Guides, *Job Skills, *Occupational Surveys

This volume provides the reader with a number of useful insights about educational and career planning. The authors followed up their college alumni over a span of two decades, reporting both initial and subsequent jobs held by the graduates of each college department. To organize such a document, the authors have indicated Dictionary of Occupational Titles numbers for each job entry, listed in a separate column jobs students entered in the five years immediately following graduation, and provided conditions under which users may reproduce certain parts of the material. The index lists alphabetically, all the jobs alumni currently hold, and the number of graduates from each major holding them. The index provides the reader with a guide to: (1) jobs most frequently open to recent graduates; (2) jobs which graduates of specific major departments tend to enter after graduation; and (3) careers and professions open to graduates of virtually any major field. (Author/PC)

ED 109 553 CG 009 959

Goodman, Leonard H. Garrett, Anne E.

A "Starter" File of Free Occupational Literature. 1975 Edition.

B'nai B'rith, Washington, D.C. Vocational Service.

Pub Date 75

Note—59p.; Revision of earlier edition by Irving Eisen and Leonard H. Goodman (ED 072 187)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Choice, *Career Planning, *Employment Opportunities, Information Dissemination, *Occupational Information, *Resource Guides, *Vocational Counseling

Identifiers—*Free Materials

This edition of the "starter" file of free occupational literature was revised in order to provide optimum amounts of information and assistance to young men and women about to assimilate and use career information. This is a "starter" file in two senses: (1) the file may be an initial step toward building a complete file of free occupational literature; and (2) single leaflets for each of about 1,000 occupations may be used to initiate a more thorough career investigation. The bibliography is designed for use by high school and college students and their advisors in career planning. Pamphlets were selected for each career field on the basis of the following: (1) at least one free copy is available; (2) recency of publication; (3) published by a reputable source; (4) author professionally qualified; and (5) reading level appropriate for high school and college students. Each listing includes name and date of publication, and name and address of the organization from which free materials may be requested. All 117 pamphlets listed may be stored in portable files or in less than half a file drawer, readily available for use during counseling sessions. (Author/PC)

ED 109 554 CG 009 960

Danskin, David G. Lowenstein, Timothy J.

An Introduction to Applications of Biofeedback Training in Counseling.

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Counselor Training, *Feedback, Individual Development, *Measurement Instruments, Physiology, *Psychological Patterns, *Psychophysiology, Self Control

Identifiers—*Biofeedback

Biofeedback is the use of sensitive detectors (instruments) with visual and auditory displays to reveal to an individual minute changes in his internal physiological functions. Biofeedback training with such instruments results in the ability to voluntarily regulate physiological functions formerly believed involuntary. These physiological functions are correlates of psychological states and processes. Hence, psychological self-regulation, self-awareness, and enhancement (psychological health) are outcomes of biofeedback training for voluntary self-regulation of physiological functions. This paper presents a brief introduction to biofeedback instruments most frequently used in counseling; to counseling applications, outcomes, and cautions; and presents a rationale for counseling via biofeedback training. (Author)

ED 109 555 CG 009 961

Lomen, Lynn D.

The Social Readjustment for the Remaining Partner.

Pub Date Mar 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Behavior Patterns, Case Studies, *Death, *Emotional Adjustment, Emotional Response, Field Interviews, *Marriage, Research Projects, *Social Adjustment, Widowed

This study is a compilation of some of the published material on the social readjustment of widows and widowers plus a sampling (26) of personal interviews which the researcher conducted. The loss of a spouse is a traumatic experience. The emotional turmoil that follows, caused by the personal mode of living, circumstances of the death, treatment by friends, job situation, and other factors influence the recovery from grief. The completeness of recovery bears directly on the remaining partner's entry or re-entry into the social world, dating, and remarriage. Anticipated grief during a spouse's long illness, continuing friendships, and the remaining partner's own determination to gain self-confidence in the new "singles" world, were found to be important factors in the remaining partner's re-entry into the social world. (Author)

ED 109 556 CG 009 962

Kegley, John F.

The Myth of Value Free Counseling.

Pub Date 25 Mar 75

Note—14p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not

Available from EDRS.

Descriptors—Behavior Change, Civil Liberties, Communication (Thought Transfer), *Counseling, *Humanism, *Moral Values, Personality, *Self Actualization, Speeches, *Therapeutic Environment, Values

A counselor's values are inherent in all that he does with a client, ranging from selection of the counseling modality to the decision to terminate facilitative intervention. Value-free counseling is a myth, and recognition of this fact is the first step in arriving at a clear conception of what counseling can, or should, be. A counselor can be considered an advocate for what one can become. In this sense, counseling is a political, value-laden process to create tolerant personalities and safeguard human rights. Whatever means and modalities are employed in counseling to facilitate the development of the tolerant personality, the process must be a liberating one that releases the mind and emotions from ignorance, prejudice, partisanship or superstition, that emancipates the will, stimulates the imagination, broadens the sympathies, generates empathy and makes the client a citizen of the world. (Author/PC)

ED 109 557 CG 009 964

Swanson, Donald A.

A Counseling Bureau Resource Center for Visually Handicapped Students.

Pub Date 6 Mar 75

Note—8p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Students, *Counseling Services, Handicapped Students, Higher Education, Program Development, *Resource Centers, Speeches, *Student Development, Student Needs, *Visually Handicapped

Current literature reveals little with regard to the delivery of programs and services to the visually handicapped by university and college counseling centers. Philosophically and logistically counseling centers are in the position to not only sensitize the academic community to the needs of the visually handicapped, but also to support the personal, social, and educational development of each visually handicapped student on campus. This paper describes the development of the relationship between the Counseling Bureau of the University of South Carolina and the South Carolina Commission for the Blind. This relationship has resulted in cooperative precollege summer programming for visually handicapped students, ongoing support systems responding to the specific needs of a visually handicapped university population during the academic year as well as during the summer, and the development of a resource center which programmatically and technically facilitates the social, personal, and educational development of visually handicapped students on campus. (Author)

ED 109 558 CG 009 965

Peterson, William D. Arner, Thomas D.

Implementing the Student Personnel Education Process-Outcome Model (SPEDPOM) in Education 619; Seminar on the College Student and the Environment.

Pub Date Jan 75

Note—17p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available; several pages are of marginal reproducibility

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Students, *Counselor Training, Course Descriptions, Individual Differences, Learning Processes, *Models, *Performance Based Education, Seminars, *Student Personnel Work

The Process-Outcome Model (POM) is essentially a competency-based model of student personnel education. This document describes the method of implementing the POM in a seminar on the college student. In seeking to implement

the model, the authors make the following assumptions: (1) didactic and experiential knowledge are necessary components for preparation; (2) learning experiences must approximate the "real world" experiences of the student development specialist; and (3) to be an effective student/human development specialist requires knowledge in the areas of human development, person and environment interaction, higher education, and developmental intervention strategies. POM, like most program models, has three basic components (input, process, output), and the authors detail each component part as it applies to the overall goal of the seminar. Sample materials used in the course are included. (Author/PC)

ED 109 559 CG 009 966

Vetter, Louise And Others
Women in the Work Force: Follow-Up Study of Curriculum Materials. Research and Development Series No. 102.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R&D-Ser-102

Pub Date 75

Note—60p.; For related document, see ED 050 272

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Education, *Career Planning, *Curriculum Evaluation, *Followup Studies, Labor Force, Research Projects, Secondary Education, *Secondary School Students

A followup of the original results of a curriculum unit, "Planning Ahead for the World of Work", for high school women was conducted one year after the unit was tested. The followup included 247 of the 326 home economics students who participated in the original study. The conclusions concerning the retained effect of the unit were: (1) some of the gain in the experimental group on knowledge of the world of work was retained, but experimental and control group responses were not significantly different; (2) the experimental group retained higher scores on the Challenge attitude scale; (3) the control group gained a desire for economic mobility and extrinsic rewards in the 12th grade equal to that held by the experimental group; and (4) the status level of students' stated first occupational choices tended to remain the same. Recommendations for further use of the curriculum unit are discussed. The authors found that the optimal use of the unit appears to be at the ninth grade level. (Author/PC)

ED 109 560 CG 009 967

Kelly, Eugene W., Jr.
Training Volunteer Court Counselors.

Pub Date 25 Mar 75

Note—6p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Development, Communication Skills, *Counselor Training, *Inservice Education, *Juvenile Courts, Program Descriptions, *Skill Development, *Volunteers, Workshops, Youth Problems

Training for the first three groups of volunteer court counselors of the Portsmouth (Va.) Juvenile and Domestic Relations Court during 1973 was accomplished in a series of four short meetings conducted by various professionals. In December 1973, the author received a Title I grant to conduct an intensive training workshop for volunteer counselors during the summer of 1974. The training program, consisting of eight three-hour meetings, used an experiential-didactic model in which participants worked in skill-building sessions focusing on listening-attending behaviors, empathic responding behaviors, questioning or probing behaviors, and initiative and problem-solving behaviors. In addition, participants were encouraged to practice their skills between sessions and to keep a diary of their experiences. These diaries served as a basis for discussions and for increasing participant self-awareness. Pre- and post-measures of communication skills showed significant participant improvement. A post-workshop subjective evaluation

by participants was highly positive. (Author/PC)

ED 109 561 95 CG 009 968

Seminar/Workshops on Women in the World of Work. Final Report.

Technical Education Research Center, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development; North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date Nov 74

Note—182p.; For related documents, see CG 009 969-971

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Conference Reports, Equal Education, *Equal Opportunities (Jobs), Labor Force, *Vocational Education, *Working Women, *Workshops

This document contains the final report on three two-day regional seminar/workshops and one national invitational seminar/workshop on women in the world of work. The seminar/workshops were designed specifically to further the professional development of leaders in vocational-technical education. During the workshops, speakers with expertise in specific areas relating to women in education and employment made presentations on the following topics: (1) the composition of the nation's labor force; (2) laws on equal education and employment opportunities for women; (3) problems and issues associated with the education and employment of women; (4) the desirability of equal education and employment opportunities; (5) the implications of issues emerging from the women's rights movement; and (6) career education concepts associated with women in the world of work. The final report contains an introduction, recommendations and programs for actions, and a section on the impact of the workshops. The Appendixes contain the speeches, the questionnaires, and the agenda and participant lists. (Author/PC)

ED 109 562 95 CG 009 969

Johnson, Gloria T.

Laws on Equal Education and Employment Opportunities for Women.

Technical Education Research Center, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development; North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date Oct 73

Note—12p.; Paper presented at the Regional Seminar/Workshop on Women in the World of Work (Stillwater, Oklahoma, October 28-30, 1973)

Available from—Not available separately; See CG 009 968

Document Not Available from EDRS

Descriptors—*Civil Liberties, *Employment Opportunities, Equal Education, *Equal Opportunities (Jobs), *Females, *Legislation, Speeches
Over the past 10 years, several laws have been passed and Executive Orders issued to eliminate some of the sex-based discrimination found in employment. The speaker, director of Education and Women's Activities of the International Union of Electrical, Radio and Machine Workers, discusses several of these laws in depth, including: (1) the Equal Pay Act of 1963; (2) Title VII of the Civil Rights Act of 1964; (3) Executive Order 11246; (4) Education Amendment of 1972. (PC)

ED 109 563 95 CG 009 970

Willers, Jack C.

The Impact of the Women's Rights Movement on Sexist Education and Its Implications for Vocational-Technical and Career Education.

Technical Education Research Center, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development; North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date Jan 74

Note—13p.; Paper presented at the Regional Seminar/Workshop on Women in the World of

Work (Las Vegas, Nevada, January 27-28, 1974)

Available from—Not available separately; See CG 009 968

Document Not Available from EDRS

Descriptors—*Career Education, *Equal Education, *Females, Feminism, School Role, Sex Discrimination, *Sex Stereotypes, Social Change, Speeches

The women's rights movement has brought American education to a crucial point of testing. Will the schools remain passive agents of social control or can they actively prepare those who seek self-direction? The speaker, professor of history and philosophy of education, George Peabody College for Teachers, Nashville, Tennessee, discusses two issues which must be remembered. First, the schools need to be willing and able to allow, if not encourage, the identification of alternative routes to femininity. A second matter to be clarified is that the active role of the school is not to redefine the social roles of women for them, but to enable and encourage young girls and women to reconceptualize the possible meanings of their own femininity in sexual, career, and self-identity terms. Finally, the author discusses these issues and their implications for vocational-technical and career education. (Author/PC)

ED 109 564 95 CG 009 971

Simpson, Elizabeth J.

Career Education—Feminine Version.

Technical Education Research Center, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development; North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date Oct 73

Note—10p.; Paper presented at the Regional Seminar/Workshop on Women in the World of Work (Stillwater, Oklahoma, October 29-30, 1973)

Available from—Not available separately; See CG 009 968

Document Not Available from EDRS

Descriptors—Career Choice, *Career Education, *Curriculum Development, *Educational Change, *Employment Opportunities, Equal Education, *Females, Social Change, Speeches

The author, chief, Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, USOE, offers several specific steps which need to be taken in order to improve career education for women: (1) from preschool on, females should be encouraged to pursue their own intellectual interests; (2) employed women from a wide variety of occupational fields should serve as resource persons; (3) new student text materials which include a variety of life styles and roles, including a variety of occupational roles for women, should be developed and tested; (4) counselors should be made more aware of the significant role that they can play in helping girls develop their potential for employment; (5) all training programs should include opportunities to prepare for the dual role of homemaker-wage earner; and (6) alternatives and supplements to in-school instructional programs should be developed to expand training options and opportunities for both sexes. Permeating all career education programs should be a concern for moral and ethical values as they relate to occupational choice, job performance, and related life style. (Author/PC)

ED 109 565 CG 009 972

Krasner, Leonard

The Classroom as a Planned Environment.

Pub Date 2 Apr 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Behavior Change, *Classroom Environment, Elementary Education, *Elementary School Students, Environmental Influences, *Environmental Research, Models, Speeches, *Teacher Role

This document presents a theoretical model of the classroom. It puts the model in historical perspective, discusses research relevant to the model, and discusses the implications of the

model for subsequent application. It further reviews implications of training of professionals in the fields of psychology and education such as teachers, counselors, clinical and school psychologists, and researchers to work within the model and to influence subsequent directions of the educational process. The model views the classroom as a total environment planned by the teacher with advice and suggestions from students, parents, researchers, school administration, and guided by mandated state curriculum. The author describes the classroom as a "planned environment" in terms of the influences of the model, its background, and its consequences. Examples of such a model at work in a normal elementary classroom are provided. (Author/PC)

ED 109 566 95 CG 009 973

Levin, Joel R. And Others

Cognitive Abilities and Strategies in Children's Paired-Associate Learning. Report from the Project on Children's Learning and Development. Technical Report No. 315.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Report No.—WRDCCL-TR-315

Pub Date Jul 74

Contract—NE-C-00-3-0065

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Cognitive Ability, *Concept Formation, Elementary Education, Elementary School Students, *Learning Processes, Memory, *Paired Associate Learning, Research Projects, *Rote Learning, Time Factors (Learning)

Identifiers—*Ravens Progressive Matrices

The paired-associate learning of 52 fourth graders was related to measures of cognitive ability obtained the previous year. Subjects were administered the paired-associate task under one of three variations: at a comfortable rate with standard instructions; at a comfortable rate with a potentially effective learning strategy (visual imagery); and at a speeded rate with standard instructions. As anticipated on the basis of earlier research with children of this age, the relationship between reasoning (as reflected by Raven's Progressive Matrices) and learning was augmented when subjects were supplied with the imagery strategy and diminished when the task was speeded. Negligible correlations between rote memory (as reflected by digit span) and learning were obtained under all task variations. Interpretations of the results and speculations for future research are included. (Author)

ED 109 567 CG 009 974

Valine, Warren J.

Follow Up Study of Group Counseling with Underachieving College Freshmen.

Pub Date [Mar 75]

Note—35p.; For related document, see ED 056 352

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Behavior Change, College Attendance, *College Students, Comparative Analysis, Followup Studies, *Group Counseling, Higher Education, Research Projects, Self Concept, *Student Development, *Underachievers

Identifiers—*Tennessee Self Concept Scale, TSCS

The purpose of this study was to report long-range effects of group counseling and the college growth experience of students who were identified as underachievers and were enrolled as freshmen during the fall of 1969. Five variables were selected for this study as having possible influence on self-concept: (1) group, (2) education, (3) status, (4) disposition, and (5) employment. A questionnaire and a copy of the Tennessee Self Concept Scale (TSCS) were mailed to 73 of the original participants with 54 returning the TSCS for statistical analysis. Results from the study indicated that students who by definition were underachievers could succeed in a college environment. Evidence indicated that those who attained senior level generally had self-concepts statistically more positive than those who terminated their college experiences prior to graduation. Although the original study showed no significant differences among groups that were counseled,

when self-concepts were compared in the present study, there appeared to be both positive and negative effects over time. No consistent pattern emerged identifying those who continued in college as possessing a more positive self-concept than those who terminated. Whether or not a student persists in college, the process of attendance may be viewed as developmental, maturing, and positive. (Author/PC)

ED 109 568 CG 009 975

Treatment of Drug Abuse: An Overview. National Clearinghouse for Drug Abuse Information Report Series 34, Number 1.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Report No.—DHEW-ADM-75-197

Pub Date Apr 75

Note—15p.

Available from—National Clearinghouse on Drug Abuse Information, P.O. Box 1908, Rockville, Maryland 20850

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Drug Abuse, *Drug Therapy, Information Dissemination, *Medical Treatment, Narcotics, *Program Descriptions, *Program Development, State of the Art Reviews

This report presents a brief review of the development of methods and programs for treatment of drug abusers in the United States. In order to limit the scope of the report, discussion of the treatment of alcohol abuse and alcoholism is excluded. The report focuses primarily on the treatment of opiate dependence, since most of the experience on development of specialized methods has dealt with the problem of opiate dependence. (Author)

ED 109 569 95 CG 009 977

Feldman, Katherine Vorwerk

Instructional Factors Relating to Children's Principle Learning. Report from the Project on Conditions of School Learning and Instructional Strategies. Technical Report Number 309, Parts 1 and 2.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison.

Report No.—WRDCCL-TR-309

Pub Date Aug 74

Contract—NE-C-00-3-0065

Note—280p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS

POSTAGE

Descriptors—*Autoinstructional Aids, *Concept Formation, *Elementary School Students, *Instructional Design, *Instructional Materials, Intellectualization, *Learning Activities, Learning Processes, Research Projects, Thought Processes

This study investigated the effect of two external conditions on the learning of principles by children. The external conditions were instruction on the major concepts related in the principle and the number of teaching examples and teaching nonexamples of the principle presented with a statement of the principle. Subjects were 159 fifth-grade students of average ability and socioeconomic status. The principles were presented in self-instructional lesson booklets, where the instructional variables of interest were systematically varied. Variations in the type of lessons read by the subjects constituted the experimental conditions. Mastery of the principles was determined by tests designed to assess subjects' knowledge of, and ability to apply, the principles. Results indicated that a rationally selected set of examples and nonexamples was more facilitative than one example, although it was concluded that, for easy principles, providing one example was equally effective as a rationally selected set when instruction on concepts related in the principle was also provided. Main effects for instruction on concepts related in the principles were not found to be significant. The conditions associated with this unanticipated result were discussed. Extensive appendices are included. (Author/PC)

ED 109 570 CG 009 979

Van Atta, Ralph

Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.

Pub Date 75

Note—8p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Counseling Effectiveness, *Counselor Evaluation, Environmental Influences, *Needs, *Neurosis, Psychologists, *Psychotherapy, Speeches, State of the Art Reviews

Observation of the treatment process and outcomes research may interfere with self-gratifications and may shatter illusions about a therapist's omnipotence. Consequently, research and evaluation must be understood to threaten, inherently, personal need gratification of therapists. The author discusses several reality-based therapist objections to research and evaluation: (1) evaluation (and the observation it entails) constitutes an affront to professional status; (2) therapists are sometimes ignorant of psychotherapy process and outcome research, and frequently believe that it has contributed little to advances in treatment processes; and (3) participation in research has no immediate or long-term payoff for many psychotherapists. The author concludes that for research or systematic evaluation to be actively supported by practicing therapists, it must arise from, yet bear upon, their work. (Author/PC)

ED 109 571 CG 009 980

Rogan, Paul J.

Time Orientation of Young Male First Offenders as a Function of Period of Imprisonment and Race. Criminal Justice Monograph Volume VI, Number 1.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Spons Agency—Texas Criminal Justice Council.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adjustment (to Environment), Comparative Analysis, Males, *Prisoners, *Psychological Tests, *Racial Factors, Research Projects, Socioeconomic Status, *Time Perspective

Identifiers—*Temporal Orientation Questionnaire, TOQ

This research attempted to identify differences, or lack of them, in time orientation of Caucasian, Black and Chicano young male first offenders at various periods of imprisonment; beginning, middle, and end. The instrument that was chosen to measure time orientation was a combination of two questionnaires—the Time Competence scale of the Personal Orientation Inventory (POI) and six of nine subscales of the Temporal Orientation Questionnaire (TOQ). The data indicated that: (1) inmates' ability to respond in a time competent manner increases as they progress through imprisonment; (2) involvement in the past decreases, but not to a significant degree; (3) involvement in the present changes during imprisonment, with Black and Chicano inmates accepting the present in the middle of imprisonment to a greater degree than Caucasians; and (4) involvement in the future varies significantly by racial group but not by period of imprisonment. (Author/PC)

ED 109 572 CG 009 981

Alovisetti, Max Weaver, Joseph

Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children.

Pub Date [Jan 75]

Note—4p.; Paper presented at the Annual Convention of the National Association of School Psychologists (7th, Atlanta, Georgia, January 18 & 19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Children, Cognitive Measurement, Comparative Analysis, *Institutionalized (Persons), Interaction, *Parent Child Relationship, Psychological Patterns, *Psychological Tests, Research Projects, *Retarded Children, Socially Disadvantaged, *Social Reinforcement

Identifiers—*Sticker Family Game

Three groups of 36, institutionalized retarded, noninstitutionalized retarded and normal children equated on mental age were evaluated on a measure of psychological distance, the Sticker Family

Game. Significantly less psychological distance was found between the child and parental figures in the retarded groups than in the normal groups. (Author)

ED 109 573 CG 009 982

St. Jacques, Ernest H.

A Positive Look at Articulation: Florida, 1975.

Pub Date 7 Mar 75

Note—17p.; Paper presented at the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Articulation (Program), Counseling Programs, *Higher Education, *Junior Colleges, *Program Coordination, *Program Development, State of the Art Reviews, Unified Studies Programs

Identifiers—*Florida Articulation Agreement

There is a need to examine in a positive way what has been done in the interest of articulation among the various levels of higher education. For too long, those in higher education have tended to look only at the negative side of the picture and have ignored the successes. This article is an attempt to present some of the advances made in recent years in the state of Florida. It traces the background of the growth of higher education in Florida, and the development of a general education compact, an articulation agreement, university liaison representatives, and counseling manuals. Two major topics discussed are the 1971 Florida Articulation Agreement and the establishment and functioning of the Junior College Relations Office. These two basic events have led to a number of other university and state-wide programs which have promoted better articulation between community colleges and universities. (Author)

ED 109 574 CG 009 983

Kay, Richard S. Felker, Donald W.

Level of Aspiration: A Behavioral Expression of Self-Concept.

Pub Date [75]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aspiration, *Behavior, Elementary Education, Elementary School Students, *Expectation, Individual Differences, *Motivation, Psychological Tests, Research Projects, *Self Concept

Identifiers—*Pictorial Self Concept Scale

The present study was designed to investigate the role of expectations in self-concept and level of aspiration (LOA) behavior. Specifically, the focus was to investigate self-concept and LOA as covariates and to describe the nature of the relationship if, in fact, one existed. A sample of 80 third and fourth grade students was selected from three rural midwestern elementary schools. The measures of self-concept included a non-verbal self-concept test (Pictorial Self Concept Scale), a frequency count of the self-rewarding statements selected following each performance trial, and the positive-negative value of the self-evaluations made following each performance trial. Results of the data concluded that: (1) low-positive discrepancy-LOA behavior appears to be related to the Middle range of reported self-concept scores, in the male sample; (2) high self-concept in males may in fact indicate a high self-concept or it may indicate ego-defensiveness; and (3) size and direction of goal discrepancy plus direction of goal shift following success and failure need to be considered together in studying LOA behavior. (Author/PC)

ED 109 575 CG 009 984

Jerett, Robert

An Evaluation of Five Drug Abuse Education Programs. Parts I and II. Final Report, March 1973-1974.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—AAI-74-11; ASPE-73-9(4); PB-236-061

Pub Date 74

Note—104p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-236-061, HC \$5.25, MF \$2.25)

Document Not Available from EDRS

Descriptors—*Drug Abuse, *Drug Education, *Program Descriptions, *Program Evaluation, *Rehabilitation Counseling, Research Projects, Success Factors

This report evaluates five NIMH (NIDA)-administered drug education projects for their operations and effectiveness. Findings and recommendations are presented in Part I, while the second section utilizes a process model and specific observations to discuss a variety of dimensions of drug education procedures. (Author)

ED 109 576 88 CG 009 985

Program Objectives: East Allen County Schools

Guidance Department.

East Allen County Schools, New Haven, Ind.

Pub Date 73

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Counseling Programs, *Elementary Secondary Education, Group Counseling, *Guidance Objectives, Guidelines, *Management by Objectives, Objectives, *Program Development, State of the Art Reviews

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This document contains program objectives written during the school year 1972-1973 for use in guidance departments. The author explains that the implementation of these objectives will be possible only through the cooperation of building administrators in designing master schedules which will allow counselors access to groups of students. Many of the program objectives require some type of group approach, either through the use of study hall time, released class time, or other available time blocks. Included in the program objectives are four main areas of guidance work. These areas include: (1) general guidance; (2) academic guidance; (3) vocational guidance; and (4) personal guidance. (Author/PC)

ED 109 577 CG 009 986

A Report of a Program for Identifying Goals and Behavioral Objectives of Representative Pupil Personnel Programs in the Public Schools of Connecticut.

Tilley (W.L.) Associates, Coventry, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 21 Apr 75

Note—106p.; Best copy available; several pages may reproduce poorly

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Accountability, Counseling Goals, *Educational Accountability, Elementary Education, *Management by Objectives, Management Systems, Objectives, Program Descriptions, *Pupil Personnel Services, State Programs, *Workshops

Identifiers—*Connecticut

This paper describes a workshop for pupil personnel workers inaugurated to formulate state-wide goals and objectives for Pupil Personnel Services in the public schools of Connecticut. Separate workshops were held for urban and suburban pupil personnel teams. Included in the report is a rationale for the workshops, a day-by-day schedule of workshop activities, samples of letters sent to participants, a project design flow chart and samples of all workshop materials. (HNV)

ED 109 578 CG 009 987

Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress.

Comptroller General of the U.S., Washington, D.C.

Report No.—FOD-75-8

Pub Date 12 Feb 75

Note—33p.; For related document, see ED 097 832

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street, N.W., Washington, D.C. 20548 (order number FOD-75-8)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Accountability, *Annual Reports, *Educational Finance, *Educational Policy, Federal Programs, Higher Education, *Student Loan Programs

Identifiers—*Student Loan Insurance Fund

This report, prepared by the Comptroller General of the U.S., is an examination of the fiscal year 1974 financial statements of the Student Loan Insurance Fund (OE), and discusses many problems regarding the fund. One of the most serious is that the records maintained by the Office of Education are not adequate to support the financial statements. The report also examines the following issues: lack of a time limit within which lenders must file claims for defaulted loans, questionable estimates of losses, the inclusion of many uncollectible loans in the asset accounts, and differences between the official financial statements of the fund and the statements included in the appendix to the Federal budget. The recent establishment of the Student Loan Marketing Association is also discussed. Recommendations addressing these problems are included. (Author)

ED 109 579 CG 009 988

Ellett, Chad D. White, William F.

The Effects of Manipulated Self-Evaluation and Model Performance on Imitation and Incentive Reproduction of Novel and Self-Reinforcing Behavior.

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior, Elementary School Students, *Learning Theories, Models, *Performance Factors, *Reinforcement, Research Projects, *Response Mode, *Self Evaluation

The purpose of this study was to investigate within the vicarious learning paradigm the effects of manipulated self-evaluation treatments and model performance conditions on both the acquisition and subsequent performance of novel and self-reinforcing responses. It was predicted that subjects receiving either high or low self-evaluation treatments would imitate a greater number of novel and self-reinforcing responses demonstrated by self-similar rather than self-disparate models performing the same task. Subjects were 51 first, second, and third grade private school children. The experimental task was a variation of the "skill" game. Results generally support the hypothesis. (Author/HMV)

ED 109 580 CG 009 989

Richmond, Bert O.

Creativity in Monozygotic and Dizygotic Twins.

Pub Date [66]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Ability, Comparative Analysis, *Creativity, Genetics, Heredity, *Intelligence, Research Projects, Siblings, *Twins

The purpose of this study is to clarify further the relationships among creative, cognitive, and affective production of students. Thirteen pairs of twins, eight monozygotic (MZ), five dizygotic (DZ), were administered the Torrance Tests of Creative Thinking, MMPI, and Revised Beta Examination. The F ratio for testing significance of within-set variances of MZ and DZ twins did not reveal heredity to be a significant factor in creative output. Significant correlations are reported between verbal fluency and hysteria and between depression and figural fluency and figural originality. Numerous significant correlations occurred between measures of intelligence and creativity and among constructs of creativity. Conclusions were: (a) measures of creative thinking do provide data on students in addition to that furnished by tests of intelligence, (b) factors other than heredity influence creativity, and (c) creative ability is diffuse as well as specific and is related to certain measures of intelligence. (Author)

ED 109 581 CG 009 990

Army Occupational Handbook.

Department of the Army, Washington, D.C.

Pub Date [Oct 74]

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Armed Forces, Career Choice, *Employment Opportunities, Jobs, Manuals, *Military Service, *Occupational Information Identifiers—*Army

This handbook outlines the many employment opportunities available to men and women who join the army. It was prepared to be used by students, guidance personnel and Army recruiters, and includes a listing of related civilian occupations, allowing comparison between the two jobs. It is recommended that this handbook be used in conjunction with the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook. (Author/HMV)

ED 109 582 CG 009 991

Zorn, Joan M. Zorn, Robert L.
The Phenomenal Growth of the Associate Degree Program in Nursing.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Associate Degrees, Educational Programs, *Health Occupations, Higher Education, Historical Reviews, Junior Colleges, *Medical Education, *Nursing, *Program Development, Program Improvement

This paper describes the historical factors which influenced the substantial growth of the associate degree nursing program in the United States since the mid 1950's. The authors discuss the growing hope that nursing will become a vital part of the nation's established system of higher education. In addition, they discuss the changes in duties to which nurses were being assigned during the past several decades. The manner in which junior colleges and schools of nursing have responded to these changes is explained along with a discussion of enrollment trends and sources of financial support. This paper contains three graphs illustrating the growth patterns of associate degree programs in nursing during three different time periods. The authors conclude by expressing optimism about the future growth, change and improvement of the nursing field. (Author/BW)

ED 109 583 CG 009 992

Tamminen, Armas And Others

TEACHER-ADVISORS: Where There's a Skill There's A Way.

Pub Date [Mar 75]

Note—22p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Development, Group Relations, *Interpersonal Competence, *Instructional Responsibility, Professional Training, Program Descriptions, *Skill Development, *Student Teacher Relationship, *Teacher Role

This report discusses a program to present the Teacher Advisement Training Model. This model for training teacher-advisors is based on the assumption that tentative commitment to making school a more rewarding experience for all is the first step in starting an effective program. The approach is to help teachers learn specific skills and methods which have a high success probability, thereby resulting in positive reinforcement. The proposed teacher-advisor training program involves 40 to 50 hours of instruction. The skill learning involved in the program is broken down into three components: (1) relationship building, (2) assertion, and (3) group facilitation. The authors believe that additional benefits from such a program are: (1) transfer of the learning to the classroom, (2) closer relationships and cooperation among staff members in helping students and (3) student imitation of the teacher's positive ways of relating to each other. (Author/BW)

ED 109 584 CG 009 993

Alexander, Robert And Others

Psychological Education: Elementary, Junior High and High School Model Programs.

Spons Agency—American School Counselor Association, Washington, D.C.

Pub Date Mar 75

Note—70p.; Pages 14 thru 33 of the original document are copyrighted and therefore not available, and not included in the pagination;

Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, N.Y., March, 1975). Available from—Robert C. Alexander, Brookline High School, 115 Greenough Street, Brookline, Massachusetts 02146 (no charge)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Counselor Role, *Developmental Guidance, Elementary Secondary Education, Guidance Functions, *Humanistic Education, Interpersonal Competence, Mental Health Programs, *Moral Development, Speeches, Teaching Models

The purpose of this package of collected papers is to present selected aspects of preventive guidance and counseling programs in grades K-12. These are cohesive, developmental programs designed to provide an organized and systematic approach to the preventive mental health of students. The focus of this material is on programs of psychological education led or co-led by school counselors and classroom teachers. The emphasis is on group programs concentrating on developing skills, concepts and understandings essential to the health and growth of children and adolescents. The psychological education programs are inclusive in discussing curricula, techniques, and assessment measures utilized with students at various grade levels from elementary through senior high school. The presentation attempts to give to the readers sufficient information to allow them to implement such programs in their own settings. (Author/BW)

ED 109 585 CG 009 994

Munro, Robert W. Oles, Henry J.

Self-Perception, Socio-Economic Status and Related Variables in Black, Mexican-American and White Youths.

Pub Date [75]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attendance Patterns, Caucasians, *Cross Cultural Studies, Cultural Factors, Mexican Americans, Negroes, *Occupational Aspiration, *Racial Differences, Secondary School Students, *Self Concept, *Socioeconomic Status

Identifiers—*Soares And Soares Self Concept Scale

This study was designed to both replicate and expand upon previous research on self-concept formation in selected ethnic and socio-economic status (SES) groups, and to assess its relationship with specific academically related variables. Subjects were 785 students drawn from large urban and small city schools. The Soares and Soares Self Concept Scales was used to obtain five measures of self perception. The results showed that those students with the highest self-concepts were most likely to be male, white, having parents with a high SES, and having a high level of vocational aspiration. It was concluded that these results agree with the many studies which have found a positive relationship between SES, race, and ego concepts. However, these results do not support the findings of some of the more recent studies which report higher ego concepts among disadvantaged children. (Author/BW)

ED 109 586 CG 009 996

Demos, George D. And Others

Leadership in Community Mental Health: The Role of the College Mental Health Professionals. A Symposium.

California State Coll., Long Beach.

Pub Date 5 Nov 65

Note—53p.; Paper presented at a Symposium sponsored by the Long Beach Mental Health Association (Long Beach, California, November 5, 1965); Best copy available, several pages may not reproduce clearly

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Community Health, Community Role, *Mental Health Programs, *Nonprofessional Personnel, Public Health, Social Responsibility, *Student Personnel Services, *Symposia

In this symposium, six professionals present related papers on community mental health. The first discusses the role of student personnel ser-

vices in enhancing community mental health. This is followed by a report concerning the role of the college counseling center. Other papers in the symposium include discussions of: (1) the role of the student affairs office in enhancing community mental health, (2) the role of subprofessionals, (3) the educational role of the psychiatrist, and (4) the role of the psychologist. The report concludes with the transcript of a post-symposium discussion by the participants and the audience. The thrust of this discussion deals with the use of subprofessionals in community mental health. Participants cited evidence from research and practice which supports the use of subprofessional mental health workers. (BW)

ED 109 587 95 CG 400 128

Lamb, Jackie Lamb, Wesley A.

Parent Education and Elementary Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-400-75-0017

Note—144p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Guidance, Family Life Education, Group Dynamics, *Humanistic Education, Instructional Materials, Interaction Process Analysis, Parent Attitudes, *Parent Child Relationship, *Parent Education, *Theories

This monograph serves as an overview of theory and technique for parent training, most specifically through the implementation of programs led by the elementary school counselor and the school psychologist. This document explores the history, basic assumptions, goals, training procedures, training of trainers, and references and resources from a number of theoretical bases including Adlerian Parent Education, Client-Centered Parent Education, Behavioral Parent Education, and the Rational-Emotive Therapy Model. Brief mention of additional models include Psychoanalytic, Transactional Analysis, Reality Therapy, Preschool Programs, and the Haim-Ginott approach. In the sections "Guide to Getting Going," the authors present a set of guidelines and questions to use in preparation for beginning a parent education program in a school. Ideas on program evaluation and sample letters for use in contacting parents are included. Topic references appear at the conclusion of each section. (JS)

ED 109 588 95 CG 400 129

Sinick, Daniel

Counseling Older Persons: Careers, Retirement, Dying.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-400-75-0017

Note—97p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Adult Counseling, *Career Change, *Death, Family Counseling, *Older Adults, Personal Adjustment, *Retirement, Social Adjustment, State of the Art Reviews

The focus of this monograph is on three areas of counseling with older clients: career counseling, retirement counseling, and counseling regarding death and dying. The portion on career counseling includes reasons older persons change careers, obstacles they are likely to face when seeking employment, myths surrounding the employability of older persons, and suggestions on the use of testing in career counseling older persons. Retirement counseling examines the social image and role of the retired person, plus work, volunteer, and leisure time activities. Retirement counseling emphasizes retirement as a positive developmental stage. Included is a brief discussion of practical lifestyle concerns specific to retired persons. Counseling surrounding death and dying, including Kubler-Ross' five stages of dying, potential suicides, and death survivors is examined. Trends and issues regarding problems of aging, a bibliography of readings related to older women, and appendixes of periodicals and

organizations concerned with older persons are included. (JS)

ED 109 589 95 CG 400 130

Mehrabian, Albert

Basic Behavior Modification.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-400-75-0017

Note—89p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Behavior Change, *Behavior Problems, Change Strategies, *Conditioned Response, Conduct, *Contingency Management, *Controlled Environment, Research Reviews (Publications)

This monograph examines the component parts of behavior modification, initially defining the problem behavior and drawing a difference between specific observable behaviors (the focus of behavior modification), and the interest of Freudian and similar psychologies in unobservable internal processes. Instrumental learning related to shaping in behavior modification, schedules of reinforcement—with an emphasis on variable ratio schedules, extinction, negative reinforcement, positive reinforcement, modeling and prompting, satiation, negative practice and group reinforcement—are discussed as behavior modification techniques. Creating environments conducive to change considers the control of behavior by modifying stimuli likely to influence specific behaviors. Stimulus generalization, discrimination learning, stimulus control (in which dieting and sleeping are offered as examples), reciprocal inhibition, forced exposure desensitization, and rehearsal are discussed from a practical point of view. The final chapter outlines a method of organized approach to difficult problems, and involves (1) the identification of component problems, (2) their ordering in terms of levels of severity, and (3) solution of component problems starting with the easiest and progressing to the most difficult. (JS)

ED 109 590 95 CG 400 131

Meerbach, John

The Career Resource Center.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-400-75-0017

Note—146p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Career Planning, *Facilities, Information Centers, *Occupational Information, Program Descriptions, *Program Development, *Resource Centers, Secondary Education, Staff Role, Vocational Development

The primary purpose of this monograph is to describe how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes are presented which focus on bringing career education into different types of schools. The purpose, goals, and functions of the career resource center are identified and related to the career development needs of students at different educational levels. The organization of an advisory committee, location and physical development of a center, materials and equipment, and an evaluation table by Career Resource Center Directors of equipment and materials are presented as practical considerations. Staffing and specific staff member responsibilities are outlined. The appendices include Career Center Evaluation Forms for teachers and students, various floor plans for a career center, and an equipment and price list. (JS)

CS

ED 109 591 CS 001 625

Reading Skills Development: An Instructional Module.

Toledo Univ., Ohio.

Pub Date 72

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Elementary Education, Inner City, *Internship Programs, Preservice Education, Reading Development, Reading Instruction, *Reading Programs, Reading Skills, Teacher Education, *Teacher Programs

Identifiers—*Teacher Corps

This instructional module is designed for Teacher Corps interns who need to know how to effectively teach reading development skills to inner-city elementary school children. The first part of the document is a brief overview of reading in the elementary school and includes a flow-chart and the rationale and objectives of the Teacher Corps Program. The following four fields of a total reading program are described: basic developmental reading, reading in the content fields, recreational reading, and remedial reading. The second part of the document is a module for skill development in reading. The third part of the document is a module for diagnosis of reading abilities. The final section of the document covers miscellaneous topics and skills, such as spelling, writing, choric speaking, questioning, psychological foundations of reading, and readability. (TS)

ED 109 592 95 CS 001 799

Okada, Masahito Beal, Ronald

Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-72-41

Pub Date Dec 72

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Assessment, *Evaluation, *Group Tests, Measurement Techniques, Primary Education, *Reading Instruction, *Reading Programs, *Reading Tests

This document describes the purposes, rationale, and specifications of a prototype group-administered criterion exercise to be used with blocks 1-8 of the Southwest Regional Laboratory (SWRL) Reading Program. A description of the sampling domains, sampling procedures, and the methods employed in the construction of test items is presented. Also included are a prototype criterion exercise and accompanying procedures. (Author)

ED 109 593 95 CS 001 803

Cronnell, Bruce

Story Specifications for the Second Year of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-72-37

Pub Date Nov 72

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Childrens Books, Decoding (Reading), Fantasy, Fiction, Primary Education, *Reading Development, *Reading Instruction, Reading Programs, Short Stories, *Vocabulary Development

This paper describes the types of stories in the second year of the Southwest Regional Laboratory (SWRL) Reading Program and contains specifications for each type of story. The stories are described in terms of their characters and plot content, procedures for selecting new-word content, and word-usage and story-length specifications. This document was first issued as part of an SWRL memorandum by H. J. Sullivan (1970). The original text has been somewhat edited by Bruce Cronnell and Roger Scott to reflect current decisions on program structure. (Author)

ED 109 594 CS 001 903

McGuigan, F. J. And Others

A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3.

North Carolina State Univ., Raleigh. Adult Learning Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Grant—OEO-0-70-4599(324)

Note—161p.

Available from—Adult Learning Center, P.O. Box 5096, North Carolina State Univ. at Raleigh, Raleigh, North Carolina 27607 (\$3.00 paper)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Programmed Instruction, Programmed Materials, *Program Evaluation, *Reading Instruction, Reading Materials, *Reading Programs, Reading Research, Student Characteristics, Textbook Evaluation

In the summer of 1971, the Adult Learning Center decided to conduct a one-year, research-based field test of programmed instructional materials specifically designed to teach disadvantaged adults to read. The four programs tested for effectiveness were Programmed Reading for Adults, Building Reading Power, Reading Series, and Building Your Language Power. An attempt was made to assess the effectiveness of each program as a function of such student characteristics as intelligence, degree of motivation to study, ethnic group, and whether English was the student's first language. Additionally, students and proctors were asked to evaluate the program each used. The general impression gained from examining the learning data—the primary criterion used—is that none of the programs was positively evaluated on all measures. However, the use of Building Reading Power and Programmed Reading for Adults leads to a satisfactory amount of learning. On the criteria of student evaluations, proctor evaluations, and error rates, only Programmed Reading for Adults may be judged to be a successful program. Complete testing data and detailed descriptions of the study design, results, and conclusions are included in the document. (TO)

ED 109 595 95 CS 001 944

Farr, Roger And Others

Reading Achievement in the United States: Then and Now.

Educational Testing Service, Princeton, N.J.; Indiana Univ., Bloomington. Inst. for Child Study; Indiana Univ., Bloomington. Reading Program Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-O-71-3715

Note—174p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Functional Illiteracy, Language Skills, *Literacy, Reading Ability, *Reading Achievement, Reading Level, *Reading Research, *Reading Skills, *Trend Analysis

The question of whether or not the level of reading competency has declined over the years, is addressed in this report. The study attempts to determine whether there is sufficient data to answer the question and to decide if the available factual information allows an answer to the question posed. Chapter one, describing the first phase of the study, contains a review of the research on literacy, and chapter two describes and discusses the outcome of the search of the educational literature. Chapter three presents the second phase of the study, a survey of 100 school systems throughout the country, and also reports on data gathered from the individual states. The data are presented in both narrative and tabular form. The major conclusion reached in the study is that it is extremely difficult for anyone interested in evaluating trends in literacy to obtain adequate data. (RB)

ED 109 596 CS 001 960

Bodkin, Geraldine

Reading Improvement Program.

Northeastern Junior Coll., Sterling, Colo.

Pub Date 68

Note—41p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, Class Activities, Course Descriptions, *Effective Teaching, Ju-

nior Colleges, *Program Descriptions, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills
Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 250 students a year at a small-town junior college. The first- and second-year college students, primarily white, are from families earning between \$6,000 and \$15,000 annually. The program began in 1964 and offers two elective college reading courses that are open to college students and community adults. Minicourses in reading are also available for special-interest groups such as practical nursing majors, accelerated high school students, and local teachers. The beginning course includes an initial diagnosis of the student's skills using standardized and informal tests. With the help of the teacher, each student develops a plan for improvement using the instructional materials and machines in the reading lab. The courses are organized to meet formally twice a week for a combination of lectures, discussions, and individual work. Discussions and lectures cover such topics as the structure and functions of sentences, how to deal effectively with the reading in a specific type of course, and useful techniques in taking exams. A third hour per week is devoted exclusively to individual lab work. (RB/AIR)

ED 109 597 CS 001 975
Rx Prescription for Teacher Preparation in Reading Instruction.

Office of Education (DHEW), Washington, D.C.
Right to Read Program.

Pub Date Apr 75

Note—69p.; Content of this volume is an outgrowth of a conference held at Temple University (Philadelphia, April 22-23, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Conference Reports, Inservice Education, *Inservice Teacher Education, *Reading Instruction, *Teacher Education, Teacher Programs, *Teacher Workshops
Identifiers—*Right to Read

The papers and other materials in this volume are an outgrowth of a conference held in Philadelphia in April 1975. Directors of Reading from six major Eastern urban centers presented information on exemplary reading practices and programs within their cities. The first paper discusses the Comprehensive Instruction Program and the Atlanta Right-to-Read Program. The second paper discusses a prescription for teacher preparation in reading instruction, including assessment, classroom management and instruction, and teaching reading in the content areas. The third paper discusses the reading program of the Boston public schools. The fourth paper discusses reading experiments and activities in the New York City Public Schools. The fifth paper concerns reading instruction in the Philadelphia public schools with implications for teacher education. The sixth paper discusses inservice education and experience exchange. The final section of this volume contains critiques of various workshops held at the conference. (TS)

ED 109 598 95 CS 001 978
Chadwick, Evelyn H.

Improved Education: Total Commitment of All Concerned People in the Communities of Green-shore, Woodbury, and Hardwick, Vermont; Rural School Development Project.

Orleans Southwest Supervisory Union, Hardwick, Vt.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—57p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Community Involvement, Elementary Education, *Improvement Programs, Individualized Instruction, Inservice Education, *Reading Improvement, Rural Schools, Self Esteem, Teacher Aides, Teacher Workshops
Identifiers—Vermont

The Rural School Development Project (RSDP) was designed to improve the academic welfare of all elementary and intermediate school children in the Orleans (Vermont) Southwest School District, with three specific, measurable objectives—to improve students' reading achieve-

ment, to improve pupil self-image, and to increase the number of teacher aides. This document provides a detailed outline of RSDP, including a demographic survey (persons involved, training component, cost of training, and students affected by RSDP), the structural elements and the decision-making policy, a discussion of the goals, the qualitative effect of RSDP as well as the side benefits, and conclusions. Fourteen appendices contain material related to RSDP. (JM)

ED 109 599 CS 001 980

Nemeth, Joseph S., Ed.

Theme: The Twenty-seventh Annual School Vision Forum and Reading Conference.

Bowling Green State Univ., Ohio. Coll. of Education.; International Reading Association. Ohio Council.

Pub Date 74

Note—34p.

Journal Cit—Ohio Reading Teacher; v8 n3 Entire Issue Spring 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior Development, Childrens Literature, Conference Reports, Creative Writing, Developmental Reading, Independent Reading, Learning Motivation, *Reading, *Reading Instruction, Sex Stereotypes, Study Guides, Success Factors, *Vision, Visual Perception

An account of the sessions of the twenty-seventh annual School Vision Forum and Reading Conference is included in this issue. Contents consist of the reports of the following sessions: A School Program Focused on Learning Rather Than Teaching; What Psychologists Can Contribute to Educators and Optometrists; Perceptual Clairvoyance; Empowering the Mind through Reading; Making Children's Literature Work; Promoting Child Success: A Discussion; and Right to Read and Parental Involvement. Four additional articles explore the following topics: urging creative writing for children, sex stereotyping in the classroom, leveled study guides, and encouraging independent reading with young children. Remarks by Nila Banton Smith at the ground-breaking ceremony of the new International Reading Association headquarters building and an editorial sketch, "Who Is Too Old to Learn Is Too Old to Teach," conclude the issue. (JM)

ED 109 600 CS 001 982

Hatch, Evelyn

The Young Child's Comprehension of Relative Clauses.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-71-16

Pub Date Aug 71

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Primary Education, Reaction Time, *Reading Research, *Search Strategies, *Sentence Structure
Identifiers—*Relative Clauses

The purpose of this study was to investigate the effect of focus (subject, object, and possessive) and embedding position (center vs. right) on kindergarten and second-grade subjects' responses to relative clauses. Twenty kindergarten and 20 second-grade children served as subjects. The subjects were middle-class, Anglo children who had not begun their reading programs. An equal number of boys and girls were included. The students were tested individually, the total testing time per child being approximately 15 minutes. The subjects were tested for accuracy and latency of response in 36 trials containing examples of six sentence types. From the data collected, it was concluded that second-grade children gave significantly more correct responses than kindergarten children, but they did not make their decisions any more quickly. All subjects responded more accurately to right-embedded than to center-embedded relative clauses, and they responded more quickly in making their right-embedded choice. Children from both groups responded more slowly and less accurately when the subject-verb-object search was disrupted by the relative clause. (TS)

ED 109 601 CS 001 986

Nacke, Phil L., Ed.

Interaction: Research and Practice for College-Adult Reading. Twenty-Third Yearbook of the National Reading Conference.

National Reading Conference, Inc., Boone, N.C.

Pub Date 74

Note—310p.

Available from—The National Reading Conference, Inc., Godfrey Hall, Clemson University, Clemson, South Carolina 29631 (\$5.00 paper)

Document Not Available from EDRS

Descriptors—Adult Education, Conference Reports, *Educational Practice, Educational Research, Educational Theories, Higher Education, *Reading Materials, Reading Programs, *Reading Research, *Teacher Education

This book includes selected papers and abstracts of papers which were presented on the program of the annual meeting of the National Reading Conference in 1973. The book is divided into sections covering reviews of selected research, research and theory, reading materials, programs and practice, and teacher education. The papers themselves deal with such topics as the influence of advertising techniques on selection of instructional reading materials by prospective teachers, parallel analysis of oral language and reading miscues, convergent and discriminant validity of informal assessment of reading skills, reading problems connected with interpreting imaginative literature, the role of vocabulary knowledge in comprehension, a review of factor analytic research in reading, publicizing the college reading and study skills program, and teaching rapid reading of braille to the blind. (TS)

ED 109 602 CS 001 988

Shima, Fred

Word Association in Connected Discourse.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TR-20

Pub Date Sep 69

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Associative Learning, Cognitive Processes, *Connected Discourse, Discourse Analysis, Educational Research, Elementary Education, Grade 5, *Reading Processes, Reading Research, *Retention Studies

The focus of this experiment was on the effects of associative strength on retention of connected discourse, in terms of both single words and strings of words. Also of interest was the short- and long-term retention of two types of information, verbatim and substance. Verbatim information covered words and word sequences identical to those in the test passage. Substance information covered the main ideas or essential points. The subjects were 120 fifth graders from predominantly middle-class communities. Three 172-word passages were prepared which were identical except for the embedded associative pairs. The three passages had the same stimulus words, but the response words were different. Groups of subjects were assigned to one of the following four conditions: one reading, immediate testing; two readings, immediate testing; one reading, delayed testing; or two readings, delayed testing, according to a predetermined random sequence. The subjects were instructed to silently read the passage and remember as much of it as possible. A cued recall test was given immediately or 24 hours later. From the results it was concluded that no significant high-associative facilitation occurred. Furthermore, greater recall was noted across the four verbatim measures and one substance measure in the low-associative condition. (TS)

ED 109 603 CS 001 990

Carroll, John B., Ed. Cahall, Jeanne S., Ed.

Toward A Literate Society; The Report of the Committee on Reading.

National Academy of Education, Washington, D.C.

Pub Date 75

Note—357p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$12.50)

Document Not Available from EDRS

Descriptors—*Educational Legislation, *Literacy, *Literacy Education, Motivation, National Organizations, *National Programs, Reading Programs, Reports

Identifiers—*Right to Read

The problems and possibilities involved in developing a national Right-to-Read program are discussed in this book, and it is argued that there is no one reading problem but rather a series of reading problems calling for a wide variety of responses. The report begins with a definition and a diagnosis of the national reading problems, a national strategy for attacking illiteracy, and legislative and administrative programs to implement that strategy. The second part of the book consists of papers written by distinguished literacy experts, commissioned by the Committee on Reading. Discussions of current practices in elementary reading instruction, bilingual literacy, the role of television in literacy programs, a national reward system, motivation as a key to literacy, and the political and economic implications of a national reading effort are included. (Author/TS)

ED 109 604 CS 001 991

Koehler, John, Jr. Bennett, Rosalie

The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-72-43

Pub Date Oct 72

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Kindergarten Children, Primary Education, *Reading Instruction, Reading Processes, Reading Readiness, *Reading Research, *Reading Skills, *Sight Method, Teaching Methods, *Word Recognition

Three scanning/encoding training conditions were compared with a control condition in transfer tasks involving learning and recognizing six minimally contrasting, single-syllable word-like forms. The scanning/encoding treatments failed to differ from the controls in prereading kindergarten, which was attributed to the difficulty of the transfer list. Discrepancies between these results and outcomes from related studies are discussed in relation to the transfer of general strategies versus specific contents, and reasons for failure to replicate previous studies covered in the introductory literature review are presented. In summary, this study was unable to improve word-processing skills in kindergartners in the manner shown in previous work. (Author/RB)

ED 109 605 CS 001 994

Smith, Marshall S.

The Essential Skills Program: Brief History and Future Plans.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Special Interest Group on Reading (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Basic Skills, Elementary Secondary Education, *History, *Program Descriptions, Program Planning, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills

Identifiers—*Essential Skills Program

An overview of the Essential Skills Program at the National Institute of Education is presented in this paper. The paper is divided into three parts. In outline form, the first part of the paper describes the history of the program since its formation in December 1973. Also included in the first part is a short discussion of a number of the major short- and long-term research efforts in human learning to be initiated by the program in 1975. The second part of the paper (appendix A) outlines the program plans of the basic skills group—the area of the institute in which the Essential Skills Program has been located since December 1974. The third part of the paper (appendix B) is an annotated bibliography of documents produced by the Essential Skills Program. (Author)

ED 109 606 CS 002 005

Jenkins, Charles Krashen, Stephen

Syntax Considerations in Stories for Beginning Readers.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-72-15

Pub Date Apr 72

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Beginning Reading, Child Language, Instructional Materials, Primary Education, *Reading Comprehension, Reading Level, *Reading Programs, Reading Skills, *Sentence Structure, *Syntax

Identifiers—*Model 2 Reading Program

The Southwest Regional Laboratory (SWRL) Mod 2 Reading Program is planned as a four-year program (K-3) for teaching reading skills to primary-grade children. The materials from the first- and second-year reading programs are designed with the following two goals in mind: to identify sentence structures that are beyond the syntactic capacity of the child at a given level, and to indicate areas where more complex sentence structures could be used. Implications for further development are also presented. (Author/RB)

ED 109 607 CS 002 006

Cronnell, Bruce

Sequenced Contractions and Abbreviations for Model 2 Reading.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-2-70-21

Pub Date Dec 70

Note—31p.; See CS002008 for related document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Abbreviations, *Beginning Reading, Developmental Reading, *Instructional Materials, *Phoneme Grapheme Correspondence, Primary Education, Program Descriptions, Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Model 2 Reading Program

The nature and use of contractions and abbreviations in beginning reading is discussed and applied to the Southwest Regional Laboratory (SWRL) Mod 2 Reading Program, a four-year program (K-3) for teaching reading skills to primary-grade children. The contractions and abbreviations are listed and sequenced for the reading program. The results of this study are intended to supplement "Design for Sequencing Spelling-to-Sound Correspondence Rules in Mod 2 Reading." (The information on contractions and abbreviations is presented in both narrative and table form.) (RB)

ED 109 608 CS 002 007

Sullivan, Howard J.

Story Specifications for Mod 2 Third-Year and Fourth-Year Reading.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-3-71-1

Pub Date Apr 71

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Beginning Reading, *Content Analysis, Developmental Reading, *Instructional Materials, Primary Education, Program Descriptions, *Reading Instruction, *Reading Material Selection, *Reading Programs, Reading Skills

Identifiers—*Model 2 Reading Program

The Southwest Regional Laboratory (SWRL) Mod 2 Reading Program is planned as a four-year program (K-3) for teaching reading skills to primary-grade children. To date, all stories have been written for the first-year and second-year segments of the program. This paper describes the selection of rules and words, the number and type of stories, and the word-usage and story-length specifications for the reading stories in the third- and fourth-year programs. (Author/RB)

ED 109 609 CS 002 008

Berdiansky, Betty And Others

Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-2-71-03

Pub Date Jun 71

Note—453p.; See CS002006 for related document

EDRS Price MF-\$0.76 HC-\$23.48 PLUS

POSTAGE

Descriptors—*Beginning Reading, *Phoneme Grapheme Correspondence, Primary Education, Program Descriptions, *Reading Instruction, *Reading Programs, Reading Skills, Research Criteria, *Research Design

Identifiers—*Model 2 Reading Program

The purpose of the study contained in this report is to provide research and design data for the Southwest Regional Laboratory (SWRL) Mod 2 Reading Program, a four-year program (K-3) for teaching reading skills to primary-grade children. The report is divided into two volumes. Volume one describes sequencing and methodology, and the specific rule sequences developed for the Mod 2 Reading Program; volume two lists all words (including irregularly spelled words and proper names) sequenced by and within the rules. The design of the program is based on the premise that pupil knowledge of the phoneme grapheme correspondences of English orthography and pupil ability to apply these correspondences are essential. A set of correspondence rules was developed from a 9000-word lexicon to systematically organize instruction for beginning reading. With the aid of computer sorting procedures, rules and rule exemplars were sequenced according to criteria of productivity, regularity, generalizability, and phonological equivalence. (Author/RB)

ED 109 610 CS 002 010

Asher, Steven R.

Effect of Interest in Material on Sex Differences in Reading Comprehension. Final Report.

Illinois Univ., Urbana.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-1324

Pub Date Jun 75

Grant—NE-G-00-30060

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Educational Research, *High Interest Low Vocabulary Books, *Interest Research, *Reading Comprehension, *Reading Interests, Reading Research, *Sex Differences, Sex Role, Vocabulary

Recent research indicates that boys read as well as girls if given high-interest material but read more poorly if given low-interest material. This study investigated possible factors contributing to the facilitating effect of interest of boys. Two experiments were performed to learn whether high-interest topics are associated with traditionally masculine themes for boys and feminine themes for girls. Another experiment examined whether the effect of interest could be due to greater familiarity with vocabulary on high-interest material. Finally, the long-term instructional benefits of a high-interest reading program were investigated. Results of the first two experiments indicated that boys' interests in topics were strongly correlated with independent ratings of masculinity, while girls' interests were only moderately correlated with femininity. Furthermore, sex-typing accounted for much of the stability of boys' interests across grade level and none of the stability of girls' interests. The third experiment tended to suggest that interest level had no facilitating effect when vocabulary content was controlled across interest level. The data suggest potential benefits of high-interest classroom instruction. (Author/TS)

ED 109 611 CS 002 011

Jaggar, Angela M. Cullinan, Bernice E.

A Study of Young Black Children's Receptive and Productive Language and Reading Competence in Standard English Grammatical Forms. Final Report.

New York Univ., N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-3-1169

Pub Date May 75

Grant—NE-G-00-3-0168

Note—148p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Educational Research, Grammar, Language Research, *Negro Dialects, Negro Youth, *Nonstandard Dialects, Oral English, *Oral Reading, Primary Education, Reading Comprehension, *Reading Research, Sentence Structure, *Standard Spoken Usage

The competence of school-aged, black children in standard English (SE) grammatical forms, specifically, six verb structures that distinguish Black English from SE, is the focus of this study. The subjects were 198 kindergarten, first-grade, and second-grade black children who attend four Title I schools in the New York City metropolitan area. Responses on two oral language tasks (sentence repetition and sentence comprehension) and two reading tasks (oral reading and reading comprehension) were used to study relations between children's receptive and productive control of oral and written SE forms. It was found that children's level of control of SE is grade related and is a function of the particular verb forms. The order of acquisition of receptive and productive control of SE structures differs, and this difference was demonstrated in both oral language and reading behavior. There was little evidence that aural comprehension of specific structures is systematically related to oral production, but reading comprehension is systematically related to oral reading in SE. The results indicated that reading comprehension is more a function of children's receptive control than it is of their productive control of SE. (Author/TS)

ED 109 612 CS 002 012
Reading for Progress: A Conference on Perspectives of and Recommendations for Countering Reading Problems in Hawaii County (Waialea Village Resort, March 8, 1975).

Hawaii State Dept. of Education, Hilo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Applied Reading, *Community Involvement, Conference Reports, Elementary Secondary Education, Higher Education, Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Programs, *Teacher Education

Identifiers—Hawaii (Hawaii County)

The proceedings of the Reading for Progress Conference, held on Hilo (Hawaii) on 8 March 1975, are contained in this report. The purpose of this conference was a "refocus" on the reading problems of Hawaii's youth, as viewed by educators, the business and labor community, social agencies, and other government officials. This document includes a list of conference recommendations, addresses and panel sessions, a summary of group discussions, the conference conclusion, and four appendices with additional material related to the conference. Four of the recommendations articulated at the conference are as follows: organize a group representing government agencies, the schools, business and industry, and community segments to lead, coordinate, and demonstrate an effective reading program for Hawaii County; set standards for reading proficiency and hold responsible agencies publicly accountable and participating persons individually accountable; establish a reading referral and coordination network in Hawaii County; and recommend and obtain preservice and inservice teacher training in reading. (JM)

ED 109 613 CS 002 013
Westcott, Jane Reynolds

The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota.

Pub Date 74

Note—138p.; Ed.D. Dissertation, University of South Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-5298, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—*American Indians, *Disadvantaged Youth, Doctoral Theses, Educational Research, Elementary Education, Grade 5, Reading Achievement, Reading Comprehension, Reading Programs, *Reading Research, *Remedial Reading Programs, Self Concept, Vocabulary Identifiers—*Distar Reading Program

The purpose of this study was to determine the effect of the Distar reading program on the reading achievement of fifth-grade students in three schools on the Rosebud Reservation in South Dakota. Distar programs were developed to help overcome some of the problems of disadvantaged children. The program is a highly structured one, designed to compensate for the language and reading problems of these children. Several tests were used to determine the effectiveness of the Distar reading program, including a diagnostic reading test, a reading comprehension test, and a self-concept test. The results showed that pupils in a larger mixed-population center exhibited greater reading comprehension and a larger vocabulary than pupils in more remote Indian communities, whether they learned to read in the Distar program or not; Distar pupils in a larger community also showed a greater facility in syllabification than the Distar pupils in the smaller Indian communities; Distar pupils showed less reading comprehension, a smaller vocabulary, and poorer sound discrimination than non-Distar pupils; and there was a positive correlation between reading achievement and self-concept for all pupils in all schools. (Author/TS)

ED 109 614 CS 002 014
Hoff, Jean Estelle

The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills.

Pub Date 74

Note—100p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-7043, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Basic Reading, *Criterion Referenced Tests, Doctoral Theses, Educational Research, Elementary Education, Grade 5, Reading Comprehension, Reading Programs, *Reading Research, *Reading Tests, Testing Programs, *Word Study Skills

Identifiers—*Instructional Objectives Exchange

This study compares the effect of the objectives-based test collections of the Instructional Objectives Exchange (10X) on reading comprehension and word-attack skills of fifth-grade students in a basal reader program. The 10X, a nonprofit educational organization, was established in the late 1960s to provide educators with instructional materials such as criterion-referenced tests to allow realistic assessment of students in reference to specific instructional objectives. The study compares gains in reading comprehension and word-attack skills of a research group with the gains of a control group, using the Stanford Diagnostic Reading Test for both pre-test and post-test. The 10X criterion-referenced tests were added to the reading program for the research group but not for the control group. Of the 121 students, 68 were in the experimental group and 53 in the control group. The two groups were equated by analysis of covariance, using IQ and pre-test scores as the covariates. The findings indicated that the use of 10X criterion-referenced tests as practice material is likely to result in a more significant increase in knowledge of word-attack skills by fifth-grade boys and girls than other published material. However, findings did not indicate superiority of 10X materials similarly used for comprehension skills. (Author/TS)

ED 109 615 CS 002 016
Bigler, Mary Agnes Glenn

Parental Use of Household Literature to Reinforce Secondary School Reading Instruction.

Pub Date 74

Note—111p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10133, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, *Learning Activities, Reading Comprehension, Reading Improvement, *Reading Materials, *Reading Research, *Reading Skills,

*Remedial Reading, Secondary Education, Vocabulary Development, Word Recognition

This study devised guidelines and activities which parents can use to help their secondary school children improve their reading skills. The skill areas covered vocabulary development, word recognition, comprehension, and rate. Household teaching materials such as newspapers, magazines, telephone directories, junk mail, recipes, maps, catalogs, and sewing patterns were used. The population included twenty secondary students reading one to three grade levels behind grade placement. The three stages of the study were (1) delineating and defining the skills needed by secondary students, (2) designing activities to practice and reinforce these skills, and (3) carrying out limited field testing to determine if parents could use these activities successfully. From the results of the study it was concluded that guidelines can be devised to help readers deficient in reading skills improve these skills by using household literature. Furthermore, parents proved that they could use these guidelines for their own satisfaction and that of the cooperating teachers, and both parents and teachers reported that the guidelines and activities actually helped improve the students' reading ability and attitudes toward reading. (Author/TS)

ED 109 616 CS 002 017
Henney, Maribeth

Suggested Activities for Teaching Reading through the Newspaper.

Pub Date 75

Note—13p.; Unpublished study done at the Elementary Education Dept., Iowa State University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Class Activities, Elementary Education, Language Arts, *Learning Activities, *Newspapers, *Reading, Reading Instruction, Reading Skills, Teaching Techniques

The 101 activities using the newspaper for teaching reading listed in this document range from such simple tasks as having children write captions for photos from the newspaper to the more advanced and complicated assignments of learning the use of propaganda devices or the five kinds of news stories. In addition, definitions for newspaper terms and skills which may be taught from the newspaper are included. (JM)

ED 109 617 CS 002 018
Kling, Martin, Ed.

Reading and School Achievement—Cognitive and Affective Influences; Selected Readings from the 8th Annual Spring Reading Conference at Rutgers University.

Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.

Pub Date 73

Note—131p.

Available from—Conferences Dept., Rutgers University, Continuing Education Center, Clifton Avenue, New Brunswick, New Jersey 08903 (\$4.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, Achievement Tests, *Affective Behavior, Beginning Reading, *Cognitive Ability, *Cognitive Measurement, Conference Reports, Disadvantaged Youth, *Reading Achievement, Reading Research, Remedial Reading, Taxonomy, Word Recognition

This conference report contains the following papers: "Ability versus Knowledge in Testing Educational Achievement" and "Knowledge vs. Ability in Achievement Testing," by Robert L. Ebel; "A Four-Domain Taxonomy for Classifying Educational Tasks and Objectives," by Bruce W. Tuckman; "On the Social Psychology of the Self-Fulfilling Prophecy: Further Evidence for Pygmalion Effects and Their Mediating Mechanisms," by Robert Rosenthal; "Beyond Pygmalion: Galatea in the Schools," a study of the self-fulfilling prophecy by Bruce W. Tuckman and Milton L. Bierman; "Quest for Synthesis," by Martin Kling, dealing with models for reading and reading research; "Learning to Read: Six Papers in Search of a Model," by Joanna P. Williams; "For Johnny's Reading Sake," by J. Michael Palardy, dealing with "Pygmalion effects" on the reading achievement of young boys; "The Disadvantaged Can Succeed," by Blanche Hope Smith; "Reading Difficulty and Classroom Acceptance,"

by Deon O. Stevens; and "Some Experiments on Visual and Aural Word Recognition," by Joanna P. Williams. (MKM)

ED 109 618 CS 002 019

Chester, Robert
Prereading/Ward Attack Fit Study. Technical Report No. 342

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCL-TR-342

Pub Date Mar 75
Contract—NE-C-00-3-0065

Note—14p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Beginning Reading, Grade 1, Primary Education, *Reading Instruction, *Reading Programs, *Reading Readiness, Reading Research, *Reading Skills, *Word Study Skills
Identifiers—Prereading Skills Program

This study was initiated both to follow up an earlier investigation and to gather additional descriptive data regarding the relationship between the Prereading Skills Program and the Word Attack area of the "Wisconsin Design." Four Wisconsin schools participated. In this study, kindergarten students who had completed one year of instruction in the Prereading Skills Program were tested on six level-A and two level-B "Wisconsin Design" word attack skills. Test results indicated that students mastering all prereading skills could not be considered to have mastered level-A word attack skills. Students who mastered the three prereading visual skills mastered the "Wisconsin Design" word attack visual skills about 90 percent of the time; however, students who mastered the prereading sound skills mastered the "Wisconsin Design" sound skills only about 65 percent of the time. (Author)

ED 109 619 CS 002 020

Christie, Daniel J. Schumacher, Gary M.
Advanced Organizers, Age, and the Recall of Relevant Versus Irrelevant Thematic Information.

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Development, *Cognitive Processes, Elementary Education, *Memory, Prose, *Reading Research, Recall (Psychological), *Retention
Identifiers—*Advanced Organizers

The purpose of this study was to isolate factors responsible for the discrepant results reported in the advanced organizer literature, and to identify processes children employ when attempting to recall connected verbal materials. The subjects were 64 middle-class children randomly selected from a local school system. An equal number of male and female first- and fourth-grade children were employed. All subjects either received or did not receive an advanced organizer prior to the oral presentation of a passage containing sentences which were either relevant or irrelevant to the main theme of the story. From the results it was concluded that older children who did not receive the advanced organizer generated their own advanced organizer, thus facilitating their recall of relevant thematic information at the expense of irrelevant recall. (Author/TS)

ED 109 620 CS 002 021

Follette, Joseph F.
Word Attack Model.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-1-71-11

Pub Date Mar 71

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Beginning Reading, Decoding (Reading), Models, *Phoneme Grapheme Correspondence, Phonics, Reading Processes, Reading Skills, *Word Study Skills

A limited analysis of alternative approaches to phonemic-level word attack instruction is provided in this document. The instruction segment begins with training in letter-sound correspondences for which mastery of certain skills is assumed. Instruction ends with the decoding of novel items having a consonant-vowel-consonant construction. Contents outlined consist of the following: preliminary assumptions, terms and definitions, associative training items, rules and hypotheses, instructional paths, and training-testing item universes. (JM)

ED 109 621 CS 002 022

Wolfram, Walt
Extended Notions of Grammar and Reading Comprehension.

Pub Date May 75

Note—14p.; Paper presented at a Pre-Convention Workshop on Syntax and Comprehension at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comprehension, Elementary Education, Factual Reading, Grammar, *Language Usage, *Reading Comprehension, *Syntax, Teaching Methods, Verbal Communication

Full reading comprehension is dependent on a knowledge of language usage, specifically, how syntactic constructions function in relation to pragmatic knowledge. To avoid some of the problems which might arise concerning the pragmatic aspects of reading comprehension, the following steps may be taken: teach children very early the relationship between reading and language usage; encourage children to expect books to match their knowledge of the real world; and reinforce these steps by having students collect folk tales and compile reading material from them, peruse comic books for illustrations of text, and act out scenes from books they read. (JM)

ED 109 622 CS 002 023

Lefevre, Carl A. Kapel, David E.
Remedial Reading: — a Dialect-Free Alternative; Three Studies.

Pub Date May 75

Note—12p.; Paper presented at the Annual Meeting of the International Reading Assn. (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Nonstandard Dialects, *Programed Materials, *Programed Tutoring, Reading Instruction, Reading Research, *Remedial Reading, Textbooks

Identifiers—*Reading by Patterns A Programmed Guide

A linear programed textbook, "Reading by Patterns: A Programmed Guide to Reading Sentences and Paragraphs," by Carl Lefevre, et al., is evaluated in three studies and found to be effective with remedial readers with nonstandard English dialects. The textbook is used in a tutorial program in which a tutor reads the directions and exercise materials while the student reads the text. The first study, involving 63 fourth graders, compared tutorial programs supplementing the Lippincott basal reading program which is primarily a phoneme-grapheme correspondence approach to word identification. Three types of supplemental tutoring were compared; material which reinforced the Lippincott basal program, "Reading by Patterns" read by adult paraprofessionals, and "Reading by Patterns" on prepared tape cassettes. The second study, involving 71 tenth and eleventh graders, compared the effects of "Reading by Patterns" with "Basic Reading Skills; Section Two: Comprehension" (BRS), both supplemented by listening skill instruction. The third study involved 42 students enrolled in a college remedial reading course and compared the effects of traditional tutoring with "Reading by Patterns." (MKM)

ED 109 623 CS 002 025

Carmichael, Carolyn W.
New Titles for the Adolescent Reader, 1974-75 (Excluding Paperbacks).

Pub Date May 75

Note—16p.; Bibliography prepared for the Special Interest Group on Literature for the Adolescent Reader at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adolescent Literature, Adolescents, *Bibliographies, Fiction, Nonfiction, Reading Materials, Secondary Education

The approximately 260 titles listed in this bibliography of recent books include fiction and nonfiction which would interest adolescent readers. Paperback books are not included. Entries are listed alphabetically by author, and the publisher and price of each book are given. (JM)

ED 109 624 CS 002 026

Carmichael, Carolyn W.
Paperbacks for the Adolescent Reader.

Pub Date May 75

Note—18p.; Bibliography prepared for the Special Interest Group on Literature for the Adolescent Reader at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adolescent Literature, Adolescents, Bibliographies, Fiction, Nonfiction, *Paperback Books, Reading Materials, Secondary Education

The more than 400 titles listed in this bibliography of paperbacks include fiction and nonfiction books which would interest adolescent readers. Entries are listed alphabetically by author, and the publisher and price of each paperback are given. (JM)

ED 109 625 CS 002 027

Wolford, George
Optimal Mixtures of Test Types in Paired-Associate Learning (Sensory Information Processing). Final Report.

Dartmouth Coll., Hanover, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0544-A

Pub Date Dec 73

Grant—OEG-1-71-0106(508)

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Research, *Paired Associate Learning, *Reading Processes, Reading Research, Sensory Experience, *Visual Learning

Seven experiments were run to determine the precise nature of some of the variables which affect the processing of short-term visual information. In particular, retinal location, report order, processing order, lateral masking, and redundancy were studied along with the nature of the confusion errors which are made in the full report procedure. All seven experiments were carried out with a tautoscope and display durations were kept at 200ms or less. In six of the experiments stress was placed on having the subjects process in a known order. In five of the experiments retinal location was varied independently of processing order. The results of the experiments led to the following conclusions: (1) retinal locus is an important variable; (2) processing order is an important variable; (3) stimuli inhibit other stimuli at the sensory level and the inhibition appears to be directed from the stimuli toward the fovea; (4) letters are processed at the feature level and some features are more important than others; and (5) no acoustic confusions are made in the full report procedure. (Author)

ED 109 626 CS 002 028

Felker, Daniel B.
The Effects of Question Type and Question Placement on Problem Solving Ability from Process Material. Final Report.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-41700-1/74-FR

Pub Date Jan 74

Grant—NE-G-00-3-0025

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Analysis of Variance, College Students, Learning Processes, *Problem Solving, Prose, *Questioning Techniques, Reading Comprehension, *Reading Processes, *Reading Research

Identifiers—*Mathematical Research

This study extended concepts derived from Rothkopf's mathemagenic hypothesis to problem solving. While previous mathemagenic research has established that adjunct questions interspersed with written prose facilitates learning, it has been criticized as educationally nonsignificant because the research has focused on verbatim learning. To test basic mathemagenic concepts under educationally relevant conditions, a 2 x 2 ANOVA (analysis of variance) was used to assess the effects of type of adjunct questions (comprehension vs. verbatim) and placement of questions (before or after prose segments) on problem solving, with problem solving defined as the ability to apply concepts and principles to problem situations. College undergraduates read prose segments dealing with learning theory and answered related adjunct questions before completing five problem situations on the criterion test. Comprehension questions resulted in significantly higher problem solving scores, but no significant differences due to question placement were found. Subjects receiving comprehension postquestions did significantly better than all other groups. The results were consistent with previous mathemagenic hypothesis research findings. (Author/TS)

ED 109 627 CS 002 029

Aaron, Robert L.
Using the Cloze and Sight Vocabulary to Develop a Group Informal Reading Inventory.

Pub Date May 75
Note—12p. Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cloze Procedure, Elementary Education, Evaluation Methods, *Informal Reading Inventory, *Reading Ability, Reading Comprehension, Reading Level, *Reading Research, Reading Skills, *Reading Tests, Sight Vocabulary, *Test Construction

Group and individual informal reading inventories have brought about considerable improvement over standardized reading tests in the placement of students at their proper reading levels. Parents and school administrators want more individualization, however, so a comparatively effective, but quicker, test is needed. A combination of "cloze" sentences and a basic sight vocabulary list was used to construct just such a test. Exact readability levels were established for each grade level, and the sentence length and number of higher grade level words were also carefully controlled for each selection. Correlation with a graded informal reading inventory was quite high, while comparison with several well-known oral reading placement tests points up the test's usefulness in effecting a more careful placement of the pupils at a level where they can function in independent comprehension work; and the testing of 20 to 25 students consumes about one and one-half hours, compared with 10 to 20 hours normally required in testing a class. (Author/RB)

ED 109 628 CS 002 030

Koehler, John And Others
The Effects of Letter Pattern Training and Grammatical Context on Sight Word Learning in Kindergarten.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-2-71-17

Pub Date Aug 71
Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Associative Learning, Beginning Reading, *Context Clues, *Decoding (Reading), Kindergarten Children, *Letters (Alphabet), *Pattern Recognition, Perception, Primary Education, Sight Method, Visual Discrimination, Vocabulary Skills, *Word Recognition

In this study, eight groups of kindergarten children were trained to discriminate position and order differences in verbal and nonverbal item sequences in the context of a matching task or an associative learning task or both. Transfer was measured by having the subjects sight learn a list of words contrasting in position and order. Sub-

sequently, new function and content words were learned in a sentence format, and all previously learned words were given additional practice in sentences. There was little indication that item-sequence training improved sight-word learning. Grammatical context failed to assist function word learning and showed some impairment of content word learning. While additional sentence practice showed significant improvement in word learning, substantial word recall errors following practice suggested that sentence practice was an efficient way to learn words. It was suggested that subsequent studies consider whether acoustic recognition accompanying the letter differences would improve word learning and that the list format be used for learning sight words prior to sentence reading. (Author/JM)

ED 109 629 CS 002 031

Rudegair, Robert E.
Confusability of Consonant Phonemes in Sound Discrimination Tasks.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-2-70-50

Pub Date Dec 70
Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Auditory Discrimination, *Consonants, Educational Research, *Phonemes, Primary Education, *Reading Research

The findings of Marsh and Sherman's investigation, in 1970, of the speech sound discrimination ability of kindergarten subjects, are discussed in this paper. In the study a comparison was made between performance when speech sounds were presented in isolation and when speech sounds were presented in a word context, using minimal sound contrasts. The findings of the Marsh and Sherman study are compared to results from similar studies, and it is concluded that the Marsh and Sherman data base is substantially supported. The implications of sound discrimination data for phonics-based reading programs are then discussed, and it is recommended that teachers and program planners be cautious in introducing sounds with a high probability of confusion. (TS)

ED 109 630 CS 002 032

Marsh, George Sherman, Marjorie
Kindergarten Children's Discrimination and Production of Phonemes in Isolation and in Words.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TM-2-71-07

Pub Date Aug 71
Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Articulation (Speech), *Auditory Discrimination, Educational Research, Kindergarten Children, *Phonemes, Phonics, Primary Education, Reading Instruction, *Reading Research

The ability of 50 kindergarten children to discriminate and produce the phonemes typically used in early phonics-based reading instruction was investigated in matching-to-sample discrimination task and an echoic production task. The phonemes were presented to each child in isolation and in a word context in both tasks. The average time required to teach each subject was twenty minutes per day for five days. It was found that (1) more discrimination than production errors were made, a difference which was reliable only for the vowels; (2) vowels were easier to discriminate and produce than consonants; and (3) phoneme errors were fewer in words than in isolation, a difference which reached significance only in the production data. Most importantly, further data analysis revealed that frequency of a phoneme in the conversational speech of kindergartners and in the lexicon of the Southwest Regional Laboratory (SWRL) First Year Communication Skills program did not predict articulation difficulty of a phoneme either in words or isolation. The implications of the results for reading pedagogy are discussed. (TS)

ED 109 631 CS 002 033

Kaplan, Steven P.
Parent Evaluation Form Summary - 1970 Summer Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-5-71-05

Pub Date Jan 71
Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Primary Education, *Program Effectiveness, *Program Evaluation, *Questionnaires, *Reading Programs, *Summer Programs

As part of the evaluation of the Southwest Regional Laboratory (SWRL) 1970 Summer Reading Program, a Parent Evaluation Form was distributed at the conclusion of the program. This form was sent home with 342 pupils whose parents were invited to participate with them in the program. The summary given in this report includes information received during September, October, and November 1970 from 249 parents (73 percent) in four California school districts. The items on the evaluation form cover training for use of the program, program materials, program participation and pacing, parent's overall evaluation of the program, and other summer reading activities. The first section of this report includes a discussion of the questionnaire distribution and collection procedures. Highlights of each section of the questionnaire are presented next, followed by a complete summary. The responses to all questions are given by treatment group (accountability and non-accountability) and income group (lower, middle, and upper). (Author/TS)

ED 109 632 CS 002 034

Gibbs, Gordon L. And Others
1970 Tryout of the Summer Reading Program: Preliminary Report.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-5-70-37

Pub Date Oct 70
Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Research, Primary Education, *Program Descriptions, Program Evaluation, Reading Instruction, *Reading Programs, Reading Research, *Reading Skills, *Summer Programs

The Southwest Regional Laboratory (SWRL) Summer Reading Program is a parent-administered program designed to help children maintain the reading skills that they acquired in kindergarten through participation in a communication skills program. The subjects of the experimental group were 389 kindergarten students in four California school districts. The control group consisted of 144 kindergarten students from schools in these same districts. Using storybooks, practice exercises, and animal posters, parents of children in the experimental group worked with their children in practicing the reading skills they had acquired. Preprogram and postprogram performance measures were obtained for both the treatment and control groups. The data indicated that the scores of students who received the program deteriorated less than those of students who did not receive the program. (TS)

ED 109 633 CS 002 035

Rudegair, Robert E. Mineo, R. James
Assessment of Subskills Related to Novel Word Decoding.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—SWRL-TN-2-72-10

Pub Date Feb 72
Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Decoding (Reading), Educational Research, Kindergarten Children, Primary Education, *Reading Research, *Task Performance

Four tasks believed to assess different subskills of word decoding were administered to 87 kindergarten subjects after determining their ability to decode novel word forms. The four tasks included visual-aural recognition, aural-aural recognition, visual-oral production, and aural-oral production. Subjects were grouped into high, middle, and low ability decoders, and the relationship between these groups and task performance was assessed. The results showed that while high ability decoders can perform all tasks, middle and low ability decoders exhibit poorer performance as task complexity increases. Production tasks (producing sound correspondents for letters in words and blending isolated sounds into words) were found to be most closely related to decoding ability, whereas tasks requiring the subjects to recognize the letter correspondents and sound components of spoken words were found to be less closely related. While the former tasks were considered to reflect necessary component skills of novel word decoding, the latter tasks were considered to reflect skills which serve to develop the component skills. Implications of these findings for pedagogy and future research projects are discussed. (TS)

ED 109 634 CS 002 036

Teaching Comprehension Skills.

Georgia Association of School Superintendents;
Georgia State Dept. of Education, Atlanta;
Georgia Univ., Athens. Coll. of Education.

Pub Date 64

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Content Reading, Directed Reading Activity, Elementary Education, Informal Reading Inventory, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Techniques

Materials used in a one-day conference on teaching reading comprehension skills are summarized in this publication. Contents consist of three articles on teaching the comprehension skills, informal reading inventories in science and in geography, Lincoln's Gettysburg Address with comprehension questions, a checklist for the evaluation of teaching practices related to reading in content areas, and a list of possible actions as a followup of the conference. (JM)

ED 109 635 CS 002 037

Springer, Judith Ann

Auditory Discrimination and Reading Achievement of Puerto Rican Spanish-Speaking First-Grade Students.

Pub Date Jan 75

Note—108p.; M.Ed. Thesis, Rutgers University
The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Auditory Discrimination, Auditory Perception, Beginning Reading, Grade 1, Masters Theses, Non English Speaking, *Phonology, Primary Education, *Puerto Ricans, Reading Ability, *Reading Achievement, Reading Research, Reading Skills, *Spanish Speaking

The focus of this study is on the possible effects of phonological interference on the reading achievement of Spanish-speaking Puerto Rican first graders. Specifically, the study explored the relationship between standard English auditory discrimination and first-grade reading achievement. Subjects for the study were 32 female and 20 male students from six Trenton, New Jersey, elementary schools. The instruments used were the two forms of the experimental auditory discrimination test and Form I of the Gates-MacGinitie Reading Test. Results show that low positive but significant correlations were found between scores on both forms of the auditory discrimination test and composite reading scores, between scores on both auditory discrimination test forms and vocabulary subtest scores, and between scores on Form II of the auditory discrimination test and comprehension subtest scores. A bibliography and six appendices containing material related to the study are included in the thesis. (JM)

ED 109 636 CS 002 038

Carmichael, Carolyn W.

Literature for the Adolescent Reader—An Exploration of Reality.

Pub Date Nov 74

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, Louisiana, November 28-30, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adolescent Literature, *Critical Reading, English Programs, Poetry, *Realism, Secondary Education

Realism is a continuing trend in adolescent literature. Sixteen new books for teenagers—one nonfiction book about death; five novels dealing with the themes of parents' divorce and remarriage, self-identity, old age, and passive acceptance of life; two "how-to" books on fishing and candlemaking; and eight anthologies of poetry dealing with realistic themes—can help teachers fulfill their responsibility to help students understand reality. (MKM)

ED 109 637 CS 002 039

Katz, Stuart Gruenewald, Paul

The Abstraction of Linguistic Ideas in "Meaningless" Sentences.

Pub Date 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, Comprehension, Educational Research, *Memory, *Reading Research, Recall (Psychological), Semantics, *Sentence Structure, Word Recognition

The purpose of this study was to determine if the Bransford and Franks linear effect is or is not a function of semantic integration. The subjects were 32 volunteers from two undergraduate psychology courses at the University of Georgia. Stimulus materials consisted of four meaningful (M) complex embedded English sentences and four meaningless (M-) sentences. The procedure was similar to that used by Bransford and Franks (1971). Subjects were randomly assigned to either the M or the M- condition. The two conditions were identical except for the type of sentence used. The experimental session was carried out in two phases, acquisition and recognition. Acquisition involved a test of short-term memory for each sentence. Recognition involved rating sentences on the basis of whether the subject had or had not experienced it during acquisition. Results showed a significant linear effect for the meaningless sentences. Furthermore, although the slope of the effect for meaningless sentences was flatter than that of the control, other data rules out a semantic integration explanation based on the availability of semantic information contained in sentence structure. The evidence would thus appear to support the view that structure and content are closely interrelated in language comprehension. (TS)

ED 109 638 CS 002 040

Ollila, Lloyd O., Ed. And Others

Learning to Read, Reading to Learn; Proceedings from the Transmountain Far West Regional Reading Conference (2nd, Victoria, B.C., 1973). International Reading Association, Victoria (British Columbia). Vancouver Island Council; Victoria Univ. (British Columbia).

Pub Date 74

Note—266p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Affective Behavior, Bibliotherapy, Conference Reports, Content Reading, *Effective Teaching, Elementary Secondary Education, Listening, Program Evaluation, Readability, *Reading Development, *Reading Instruction, *Reading Readiness

Identifiers—Canada, *Transmountain Far West Regional Reading Conference

Nineteen of the papers presented on the theme "Learning to Read, Reading to Learn," are included in this report. Articles on basic considerations in reading instruction are "Children's View of Language," "Early Reading from a Biological Perspective," "Pygmalion in the Reading Circle," "Dealing with Feelings and Emotions in the Classroom" and "Nonverbal Communication in the Classroom." Specific articles on procedures, techniques, and proposals are "A Structure for a Reading Program K-12," "Aiding Secondary Subject Teachers in Guiding Reading Growth," "Corrective Reading for the Classroom Teacher," "Bibliotherapy in the Classroom," "Some Thoughts on the Use of Role-Playing in the Classroom," "Listening and the Classroom Teacher,"

"Individualized Reading," "The Teaching of Poetry," and "The Change Process and Teacher Preparation." Evaluation of reading programs is discussed in "A Comparison Study of Four Methods of Developing Reading Readiness Skills," "Reading Readiness Skills Acquisitions by Two Methods: A Traditional Reading Program and a Kindergarten Science Curriculum," "Science Content Readability as Determined by the Cloze Procedure," "The Readability of Intermediate Social Studies Texts," and "The Impact of 'Sesame Street.'" (MKM)

ED 109 639 CS 002 041

Rigney, Joseph W. Lutz, Kathy A.

The Effects of Interactive Graphic Analogies on Recall of Concepts in Chemistry. Technical Report No. 75.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-75

Pub Date May 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Cerebral Dominance, Chemistry Instruction, *Computer Assisted Instruction, Computer Graphics, Concept Teaching, Eye Movements, Higher Education, *Learning Processes, Memory, *Nonverbal Learning, Reading Processes, Reading Research, *Recall (Psychological), Verbal Learning, Visual Aids

Forty undergraduate college students participated in a computer-assisted instructional study designed to utilize right cerebral hemisphere functions in the learning and memory process. Two versions of a lesson on how a simple battery works were designed to present conceptual and topographic information either verbally or pictorially on a Plato IV terminal. The unique feature of this terminal for studying imagery is that it can produce animated interactive graphics. The effects of the type of information presentation on learning and attitudinal outcomes were investigated. The lesson that incorporated animated graphics resulted in higher scores on recall tests of knowledge, comprehension, and application. Students found this lesson to be more attractive. Subjects in the treatment providing external imagery reported experiencing more internal imagery than did the group receiving the verbal version. (Recent research about the different information processing functions of the right and left cerebral hemispheres as they relate to imagery in learning and memory is reviewed.) (Author/MKM)

ED 109 640 CS 002 042

Food Stamps. Learning Packet No. 2.

American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.

Pub Date Jul 75

Note—122p.; Not available in hard copy due to marginal legibility of original document; See related document CS 002 043

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Correctional Education, *Functional Illiteracy, Reading Instruction, Reading Materials, Welfare Services

Identifiers—Survival Literacy

This package of instructional materials is designed to aid adults in prison to perform the functional skill of applying for food stamps. The materials consist of instructions for teachers, a sample application for food stamps, a student's work sheet and answer sheet, vocabulary flash cards, and resource materials on food stamps. (MKM)

ED 109 641 CS 002 043

Job Application. Learning Packet No. 1.

American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.

Pub Date Mar 75

Note—122p.; Not available in hard copy due to marginal legibility of original document; See related document CS 002 042

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Func-

tional illiteracy. *Job Application, Reading Instruction, Reading Materials
Identifiers—Survival Literacy

This package of instructional materials is designed to aid adults in prison to perform the functional skill of applying for a job. A teacher's guide outlines 14 hours of instruction. Other materials consist of vocabulary flash cards, a student's work sheet and answer sheet, discussion ideas and activities, a sample job application, and brochures on how to get a job. (MKM)

ED 109 642 CS 002 044

Blake, Howard E. Sackett, Duane H.
Curriculum for Improving Communication Skills:
A Language Arts Handbook for Use in Cor-
rectional Centers. A Monograph Series for Correctional
Educators No. 3.

American Bar Association, Washington, D.C.
Clearinghouse for Offender Literacy Programs.
Pub Date Feb 75

Note—273p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Communi-
cation Skills, *Correctional Education, Cur-
riculum Design, English Instruction, Humanistic
Education, *Individualized Instruction,
Prisoners, *Reading Programs, Student Centered
Curriculum

In the first part of this handbook, designed especially for the highly transient student in a county jail or prison, sociological and psychological factors central to education within the prison environment are discussed. Such issues as optimum scheduling of class time, the employment of tutor and peer help, the utility and appropriateness of rewards for participation in the educational program, and the need for basic outlines of objectives for both teacher and student are also considered. Data, which is included in this handbook, indicates improvement in the self-concept and attitudes of students in the experimental group originally exposed to this curriculum. The second half of the book offers enrichment activities in the communication skills which are designed to revolve around student participation and discussion. Emphasis is placed on the student's oral language as the basis for reading, and each activity is designed to insure success for the learner. Activities are structured to increase the student's awareness and positive acceptance of self. (LL)

ED 109 643 CS 002 045

Tutoring Resource Handbook for Teachers; A
Guide for Teachers Who Are Working with
Volunteer Reading Tutors.

Office of Education (DHEW), Washington, D.C.
Right to Read Program.

Report No.—DHEW-OE-74-00103

Pub Date 74

Note—22p.; See related documents CS 002 046
and CS 002 047

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 1780-01332, \$0.75)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Resources, Elementary
Education, Instructional Materials, Program
Planning, *Reading Instruction, *Reading Pro-
grams, *Teaching Guides, *Tutorial Programs,
*Volunteers

Identifiers—Right to Read

Designed for use by teachers participating in the Right-to-Read volunteer tutor-training program and by those who wish to develop and conduct such a program, this handbook is intended to provide a starting point for teachers and trainers of teachers to aid them in developing their own tutoring programs. The handbook provides information on the teacher-tutor relationship including goals of the volunteer tutoring program, training volunteers, planning and implementing the program, and serving in a public relations role. The handbook also covers the role of the teacher as the manager of the program, suggesting instructional materials and telling how to find space for tutoring. The appendices list reading lessons which tutors are prepared to teach, and contain sample forms for evaluating tutors, lesson plans, pupil background information, and the success of the program. This handbook should be used in conjunction with the "Tutor's Resource Handbook" (CS 002 046) and the "Tutor-Trainers' Resource Handbook" (CS 002 047). (RB)

ED 109 644 CS 002 046

Tutors' Resource Handbook; Assessment Items
and Sample Lessons.

Office of Education (DHEW), Washington, D.C.
Right to Read Program.

Report No.—DHEW-OE-74-00101

Pub Date 74

Note—121p.; See related documents CS 002 045
and CS 002 047

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 1780-01333, \$2.15)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Educational Resources, Elementary
Education, Evaluation Methods, *Instructional
Materials, *Lesson Plans, *Reading Instruction,
Reading Skills, *Teaching Guides, *Tutorial
Programs, Volunteers

Identifiers—Right to Read

This handbook provides the basic material needed to guide reading tutors in how to teach appropriate reading skills to children, both inside and outside the classroom. It is one of a series of three handbooks developed for the Right-to-Read tutor-training program; the others are the "Tutor-Trainers' Resource Handbook" (CS 002 047) and "Tutoring Resource Handbook for Teachers" (CS 002 045). Following an introduction, the contents include brief discussions of some of the characteristics of children who have problems learning to read, general principles of successful tutoring, the importance of teamwork, tips for tutoring, a breakdown of the major areas of reading skills, and a reading skills checklist. The bulk of the handbook consists of sample reading lessons for use by volunteer tutors. The appendix contains a copy of the Dolch Word List. (RB)

ED 109 645 CS 002 047

Tutor-Trainers' Resource Handbook; Part A—
Reading Directors' Organizational Guidelines,
Part B—Tutor-Trainers' Guidelines, and Part
C—Teacher-Oriented Guidelines.

Office of Education (DHEW), Washington, D.C.
Right to Read Program.

Report No.—DHEW-OE-74-00102

Pub Date 74

Note—108p.; See related documents CS 002 045
and CS 002 046

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 1780-01334, \$1.90)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Educational Resources, Elementary
Education, *Guidelines, Instructional Materials,
Program Development, *Program Planning,
*Reading Instruction, *Tutorial Programs,
*Volunteers

Identifiers—Right to Read

The intent of this handbook is to provide guidelines for tutor-trainers, reading directors, and the community coordinators who need help in organizing programs for training reading tutors. The handbook is divided into three parts. "Reading Directors' Organizational Guidelines" is intended to give direction necessary to form the support group for the tutoring program at the community level; "Tutor-Trainers' Guidelines" provides information useful in the development of the training programs for volunteer tutors; "Teacher-Oriented Guidelines" provides a rationale and gives direction necessary for the trainer and community coordinator to orient school staffs to the overall program. This handbook is one of three developed for the Right-to-Read tutor-training program; the others are "Tutoring Resource Handbook for Teachers" (CS 002 045) and "Tutors' Resource Handbook" (CS 002 046). (RB)

ED 109 646 95 CS 002 048

Marsh, George Mineo, R. James

Preschool Children's Recognition of Phonemes in a
Word Context.

Southwest Regional Laboratory for Educational
Research and Development, Los Alamitos,
Calif.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Report No.—SWRL-TM-2-71-05

Pub Date 71

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Phonemes, *Preschool Children,
Preschool Education, Reading Ability, *Reading
Research, *Reading Skills, Visual Dis-
crimination, Visual Stimuli, *Word Recognition
Sixty-four preschool children were individually
trained on a task requiring them to recognize an
isolated phoneme in a word context. A learning
set design encompassing 192 trials over eight
days was employed. The major factors in-
vestigated were: the presence of a redundant
visual cue; phoneme type (stop vs. continuant);
phoneme position (initial vs. terminal); and
phonemic contrast between positive and negative
exemplars (minimum vs. maximum). Allophonic
variation of the terminal stop was evaluated on
the last four days (transfer). The redundant visual
cue improved performance considerably over the
first four days, but performance fell back to control
group levels when the cue was removed on
transfer. The other major findings were: recognition
of continuants was generally easier than stops;
phoneme type interacted with position and
contrast factors; terminal stop recognition was
unaffected by allophonic variation; and learning
performance over days was very gradual. Most of
these findings agree with those of other studies
and a featural interpretation of phoneme dis-
crimination. (Authors)

ED 109 647 CS 002 049

Drake, Suzanne Virginia

Factors of Reading Readiness.

Pub Date 75

Note—124p.; Ph.D. Dissertation, The University
of Connecticut

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
75-10,615, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Beginning Reading, Kindergarten
Children, *Language Skills, *Linguistic Com-
petence, Primary Education, Readiness, Reading
Instruction, *Reading Readiness, *Reading
Research

This study was designed to assess the intercor-
relations of selected variables of reading readi-
ness to determine which measures were related. It
was hypothesized that there are no underlying
language factors which can be identified within a
selected group of assessments, and that neither
the original variables nor any factors, if found,
predict the judgment of the child's readiness for
reading. Using factor analysis techniques, the col-
lection of intercorrelations was treated mathe-
matically to identify which measures are related.
The two hypotheses were rejected. Implications
of the study are presented, and recommendations
are made. (RB)

ED 109 648 CS 002 050

Julius, Patsy F.

Objectives, Effective Programs, and Pupil
Achievement in the Area of Reading Instruction.

Pub Date 74

Note—228p.; Ed.D. Dissertation, West Virginia
University

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
75-12,383, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, Doctoral
Theses, *Educational Objectives, Elementary
Secondary Education, *Program Effectiveness,
*Reading Achievement, Reading Improvement,
Reading Instruction, *Reading Programs,
*Reading Research

Identifiers—*Elementary Secondary Education
Act Title I, ESEA Title I, West Virginia

The purposes of this study were to develop
criteria for effective reading programs and objec-
tives, to determine the correlation between the
quality of the objectives written and the quality
of the reading program characteristics of Title I
funded reading projects in West Virginia for
1966-75, to determine the correlation between
the quality of the written objectives and pupil
achievement for fiscal years 1973 and 1974, and
to determine the correlation between the quality
of the reading programs described and pupil
achievement for fiscal years 1973 and 1974. A
secondary purpose was to develop recommenda-
tions concerning the writing of objectives and ef-
fective reading programs. Major findings revealed
no significant correlation between the assigned
quality of objectives and program characteristics
for the reading element of the Title I proposals
for 1966-75, except in fiscal year 1973, and no

significant correlation between the assigned quality of objectives and program characteristics with pupil achievement for fiscal years 1973 and 1974. The seven conclusions of this study are presented and discussed in detail. (Author/RB)

ED 109 649 CS 002 053

Flegenheimer, Hannah

The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children.

Pub Date 75
Note—138p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12582, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—*Beginning Reading, *Doctoral Theses, English, Grade 2, Language Skills, Language Usage, Primary Education, *Reading Ability, Reading Research, *Reading Skills, *Standard Spoken Usage, *Syntax

Identifiers—*Black English

This study was designed to explore the role of the syntax of beginning readers' spoken language in their reading performance. In order to be able to isolate and manipulate the syntactic variable, two alternative forms of English, Standard English and Black English, were used. Sixty second-grade children participated in the study. Each child was asked to read orally two stories at an early second-grade reading level. One story was presented in Standard English and the other in Black English. The results of the Standard English-speaking group confirmed the hypothesis that the syntax of the child's oral language plays an important role as a probabilities code for accurate oral reading. There was no evidence in the data from this study to support the contention of some psychologists that Black English-speaking children should be taught to read with the use of Black English materials. (Author/RB)

ED 109 650 CS 002 055

Murphy, Richard T.

Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Final Report with Appendixes A, B, and C.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ETS-PR-73-48

Bureau No—BR-0-9004

Pub Date Dec 73

Contract—OEC-0-70-4791(508)

Note—438p.; Not available in hard copy due to marginal legibility of original document; See related document CS 002 056

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Literacy, Criterion Referenced Tests, *Functional Reading, National Surveys, Reading Interests, *Reading Research, *Reading Tests

Identifiers—*Adult Functional Reading Study

The purpose of this project, begun in July 1970, was to learn what American adults read, and what they are able to read, as they go about their ordinary activities in the course of a normal day. A national survey of the reading activities of adults was administered to 5,096 individuals. Some conclusions drawn from the survey data are as follows: the average person reads for almost two hours in a typical day; most of the time is spent reading newspapers, magazines, books, and job-related matter; 5 percent of all adults cannot read in the English language; and an individual's style of life, as represented by socioeconomic status, is related to his or her reading habits. Data are given on the percentage of readers performing a specific reading activity, the socioeconomic status of those readers, the average time spent performing the task, and the importance placed on the task. A national reading performance survey, consisting of 170 reading tasks, was constructed, and portions were administered to 7,866 adults. Items were intended to correspond to the ordinary reading tasks identified in the survey of reading habits. Data on specific task performance are presented. (MKM)

ED 109 651 CS 002 056

Murphy, Richard T.

Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Pro-

gram Objective, Sub-parts 1, 2, and 3. Supplement to Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ETS-PR-75-2

Bureau No—BR-0-9004

Pub Date Jan 75

Contract—OEC-0-70-4791(508)

Note—124p.; See related document CS 002 055; Page 11 has poor reproducibility because of type size

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Adult Literacy, Cloze Procedure, Criterion Referenced Tests, *Functional Reading, High School Students, National Surveys, *Reading Research, *Reading Tests, Word Recognition

Identifiers—*Adult Functional Reading Study

Articles in this report are based on the data obtained by the Adult Functional Reading Study. This study examined the reading activities of American adults and tested adults' performance on functional reading tasks. The supplement contains several articles concerned with the reading skills required to read and answer or perform the reading tasks and an analysis of reading competence and schooling related to economic benefits. Chapter topics are error analysis and inquiry, relationship of decoding to adult functional reading, relationship of functional reading to performance on cloze tests, basic reading competency in the schools, and the economic benefits of schooling and reading competence. (MKM)

ED 109 652 95 CS 002 057

Marsh, George Mineo, R. James

Children's Recognition of Phonemes in a Word Context.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-70-46

Pub Date Oct 70

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Beginning Reading, Cognitive Processes, Decoding (Reading), *Phonemes, *Reading Processes, Reading Research, *Word Recognition

This study deals with the ability of the beginning reader to recognize the relationships between isolated letter sounds and the same sounds embedded in a word context. The subjects were 64 prekindergarten children attending six private preschools in the Los Angeles metropolitan area. The subjects were all Caucasian and spoke a standard English dialect. A learning set design encompassing 192 trials over eight days was employed. The following relevant factors were investigated: the presence of a redundant visual cue, the type of phoneme (stop vs. continuant), the phoneme position, and the phonemic contrast between the positive and negative exemplars. It was concluded from the results that the redundant visual cue improved performance considerably; when the cue was removed, however, performance fell to control group levels in the second week. Generally, continuants were superior to stops. The position and contrast factors interacted with phonemic type. Groups transferred within phoneme class were superior to those transferred between phoneme class. The results suggest that the vowel following the initial stop may be an important factor in recognition, but allophonic differences which occur in free variation in English with terminal stops are not important. (TS)

ED 109 653 CS 002 058

Hatcher, Catherine W. And Others

A Comparison of Various Measures of Intelligence with the WISC among Disabled Readers.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meeting of the International Reading Assn. (20th, New York City, May 13-16, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Comparative Testing, Elementary Education, *Intelligence Tests, Reading Ability,

*Reading Diagnosis, *Reading Difficulty, *Reading Research

Identifiers—Peabody Picture Vocabulary Test, Raven Progressive Matrices, Slosson Intelligence Test, Wechsler Intelligence Scale for Children

The study compared the relationships of more easily administered intelligence screening instruments with the Wechsler Intelligence Scale for Children (WISC) to determine the validity of the Peabody Picture Vocabulary Test, the Slosson Intelligence Test, and the Raven Progressive Matrices among reading disabled children. The screening measures were administered by a trained clinician to 28 children referred to a university reading clinic for diagnosis of reading problems. The findings indicated that the Peabody, the Slosson, and the Raven scores all correlated substantially with the WISC scores and were measuring essentially the same thing as the WISC. However, the multiple correlations were not significantly higher than the single correlations. One instrument, the Slosson, appeared to be most comparable with the WISC and was suggested for general use in screening the intelligence of many disabled readers. (Author/LL)

ED 109 654 95 CS 002 059

Harsie, Jerome C. And Others

Toward Validating Reading Teacher Competencies.

Indiana Univ., Bloomington. School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Grant—OEG-0-72-0492-725

Note—18p.

Journal Cit—Teacher Education Forum; v3 n9
Entire Issue March 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Effective Teaching, Elementary Education, Performance Based Teacher Education, *Reading Instruction, *Reading Research, *Reading Skills, Research Methodology, *Teacher Evaluation

Two studies are reported which represent an attempt at operationalizing the first step of a seven-step strategy for validating reading-teacher competencies. That step is to develop a procedure whereby the profession might identify the components of reading maturity at various levels. The paper discusses and explores the following three assumptions which underlie the first step and on which the viability of the model depends: (1) agreement among groups of reading educators is possible; (2) pupil outcomes can be identified which are acceptable to reading educators; (3) once identified, these outcomes can be ordered as to their saliency at various reading levels. In the first study, 13 reading professors at a midwestern university were polled. Twelve pupil outcomes were generally accepted and ranked with the broad areas of attitude and comprehension considered most important to reading maturity as pupils exit from elementary school. When primary and intermediate reading teachers were polled, they too accepted the 12 pupil outcomes, were able to rank these outcomes, and were in general agreement within their subgroup. However, elementary teachers ranked decoding skills as most important. (MKM)

ED 109 655 CS 002 060

Smith, Marshall S.

Planning Research on Learning: An Example in Reading.

Pub Date Mar 75

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Development, Government Role, Information Processing, *Learning Processes, Models, *Reading Research, *Research Coordinating Units, *Research Design, Research Methodology, Research Needs

Identifiers—*National Institute of Education

The author discusses a need for planning research in reading, since present research seems fragmented, the federal government has not functioned especially well in the area of planning for funding or coordination with professional organizations, and there is a need to attract

scientists in a variety of disciplines to work in educational research. The development of a research and development agenda in reading at the National Institute of Education (NIE) started in 1973. Meetings and conferences have been held by a group called the Essential Skills program, which was organized to plan a long-term agenda for reading research and development for NIE. A human information processing model for reading research which will draw on the knowledge of linguists, sociolinguists, logicians, computer scientists, psychologists, and others is the most frequently mentioned methodology suggested by participants in these programs. (MKM)

ED 109 656 CS 002 061

Curran, Fay

Developmental Education through the Eyes of the Special Interest Group for Two Year Colleges of the International Reading Association.

Pub Date 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Reading Programs, *Community Colleges, *Developmental Programs, *Developmental Reading, Financial Support, Instructional Staff, Junior Colleges, Mathematics Instruction, National Surveys, Remedial Reading Programs

Identifiers—International Reading Association

The Developmental Education Questionnaire was mailed nationwide, in November 1974, to members of the Special Interest Group for Two Year Colleges of the International Reading Association. Responses were made by 109 of the 252 members. The purpose of the questionnaire was to develop a profile of the organization of developmental education programs and how they fit into college programs throughout the country. The data from the questionnaire are analyzed, and tables and discussions are presented on the following topics: types of colleges represented, day and night enrollments, kinds of labs, course titles, tutoring, financial breakdown of tutoring programs, auspices under which programs operate, instructional formats, staffing, lab facilities, reporting patterns of instructors and respondents, program funding, and selection of advisory committees. Three major themes occurred in exploring the unique features of developmental education: (1) the individualization of materials for the learner, (2) the dedication of personnel, and (3) the tie-in of skills to the content areas. (MKM)

ED 109 657 95 CS 002 062

Koehler, John And Others

Transfer of Mixed Word Identification Training to a Reading Context.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-18

Pub Date Aug 71

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Beginning Reading, Kindergarten Children, *Phonics, Primary Education, *Reading Research, *Sight Method, *Word Recognition

The research reported here was designed to examine a number of factors that findings from verbal learning studies indicate should affect the recall and transfer of word identification materials. Sight word and phonics-based or rule-based learning were investigated in 112 kindergartners who were identified as nonreaders. Groups were trained on mixed word lists containing sight words and rule words varying the list structure, amount and order of practice, and the distinctiveness of list contents. The effects of training were assessed by having subjects read and learn sentences containing the sight words, rule words, and new rule words containing the previously trained phonics components. Means and standard deviations for each group on mixed sentence list practice and the retention-transfer tasks are listed. The use of a light blue background cue to distinguish sight words had little influence on transfer performance. The sequence of rule word/sight word/mixed list in learning sight word and rule word contents tends to play an important role in the word identification process during reading

and influences further practice of these contents. (MKM)

ED 109 658 CS 002 063

Harvey, Maria Luisa Alvarez

Teaching Reading to the Culturally Disadvantaged: A Selected Annotated Bibliography.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Beginning Reading, *Culturally Disadvantaged, Elementary Secondary Education, *English (Second Language), Nonstandard Dialects, *Reading Instruction, Urban Education

Seventy-eight articles dealing with the teaching of reading to the culturally disadvantaged are surveyed in this selected annotated bibliography. The articles surveyed appeared in American periodicals and journals between 1966 and 1971. The bibliography is designed to serve as a quick and useful source of reference for teachers of the culturally disadvantaged. The articles are grouped into the following four categories: (1) beginning reading programs for the disadvantaged, (2) reading and the inner-city disadvantaged, (3) approaches to the teaching of reading to non-English speakers, and (4) general principles of reading. (MKM)

ED 109 659 CS 002 064

Sinatra, Richard Kinsler, Karen Taber

Values Strategies in the Teaching of Reading.

Pub Date Feb 75

Note—15p.; Unpublished study done at Manhas-set Public Schools, New York

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Language Experience Approach, *Reading Instruction, *Self Concept, *Teaching Methods, *Values

Identifiers—*Values Clarification

Values clarification strategies or activities in which children explore, list, order, and code their experiences and thoughts, combined with language experience techniques, can provide meaningful reading situations. Values strategies function as affective mobilizers to bring a child's attitudes and emotions into interaction with learning materials, thus strengthening memory for the learning experience. The child's own language is also directly tied to experience. Some educators have urged that the child's reading experiences be made an extension of natural language learning. If materials are chosen that broaden or coincide with the needs and interests of the child, then the child is likely to accept reading as a worthwhile venture. A teacher of reading can select a values strategy to engage a child in a theme, then use the technique of language experience to expand further meaningfulness of this theme with reading growth. (MKM)

ED 109 660 CS 002 065

Extending High School Equivalency Reading Skills; Part I: Literature.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—105p.; Copyrighted material has been removed

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Drama, *Equivalency Tests, Fiction, *High School Equivalency Programs, *Literary Discrimination, *Literature Appreciation, Nonfiction, Poetry, Reading Achievement, *Reading Comprehension, Reading Skills, Secondary Education, Vocabulary, Word Study Skills

Identifiers—General Educational Development Test

The contents of this publication are intended to provide exercises in reading which require a type and a level of interpretation similar to that demanded by the test of General Educational Development. These exercises were also designed to reinforce the reading skills outlined in a previous publication, "Developing High School Equivalency Reading Skills." Contents are divided into the following five categories: vocabulary, nonfiction, fiction, drama, and poetry. For each of these categories an outline and listings of correct responses to assessments of comprehension are provided in addition to the literary selections.

These literary selections reflect a variety of ethnic experiences—historical and contemporary as well as rural and urban. (JM)

ED 109 661 CS 002 069

Simon, Louis And Others

A Taped Echoic Response Method with Segmented Print for Poor Readers in Secondary School.

Pub Date Jun 75

Note—21p.; Unpublished study prepared at the City College of New York and Theodore Roosevelt High School, Bronx, N.Y.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Decoding (Reading), Instructional Materials, *Oral Reading, *Reading Comprehension, *Reading Research, *Remedial Reading, Secondary Education

This document describes a pilot study of a corrective reading procedure using audio-taped echoic responses and reading material; polysyllabic words were spatially segmented to variant spelling-to-sound correspondences. Three groups of tenth graders four or more years below grade level in oral reading and comprehension were compared for gains according to the Gilmore Oral Reading Test and the Metropolitan Reading Test. Subjects receiving a combination of taped echoic responses and segmented print made a mean gain of 8.7 months in oral reading; those receiving only the taped echoic treatment gained 6 months; and a control group in a remedial program using neither treatment gained 1.6 months in a semester. Differences among group gains were significant, although mean gain differences for reading comprehension were not significant. From the data it was concluded that a remedial reading program combining a taped echoic response method using segmented print material can be effective in improving oral reading. (Author/TS)

ED 109 662 95 CS 002 075

DeVries, David L. And Others

Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-00-3-0114

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Basic Skills, Beginning Reading, Grade 3, Language Ability, Primary Education, *Reading Instruction, *Reading Research, *Reading Skills, Sight Method, *Teaching Methods, *Vocabulary Development

Identifiers—*Teams Games Tournament

This study tested the effectiveness of Teams-Games-Tournament (TGT) for teaching basic reading skills. TGT is a classroom management technique which uses cooperative student teams, instructional games, and interteam tournaments in a particular combination. Fifty-three third-grade students were randomly assigned to either a TGT or a control condition. Both treatment groups were exposed to a five-week, sight-reading curriculum unit which focused on two objectives: development of vocabulary and verbal analogy skills. The results indicated a positive TGT effect on growth for vocabulary and verbal analogy skills. (Author)

ED 109 663 95 CS 002 076

Venezky, Richard L.

Prereading Skills: Theoretical Foundations and Practical Applications.

Winconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TP-54

Pub Date May 75

Contract—NE-C-00-3-0065

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Beginning Reading, Individualized Instruction, *Prereading Experience, Preschool Education, *Reading Development, *Reading Instruction, *Reading Research, Reading Research, Reading Skills, Teaching Methods

Defining prereading skills, discussing their discovery, and determining their value in reading readiness are the primary concerns of this paper. Prereading skills are defined by logical analysis of the reading task and by instructional conventions. From an analysis of initial reading tasks, prerequisite skills are identified. Those skills which are found lacking in a high percentage of children at the time they would encounter prereading instruction are selected for inclusion in a prereading program. Through this procedure at least three specific visual skills and two sound skills have been identified in a number of studies. Direct instruction in the specific skills seems to be required to ensure mastery, as children who are deficient in them generally will not acquire the skills through maturation or general readiness instruction, or discovering them on their own. Furthermore, since skill deficit patterns are not predictable, individualized programs are required for efficient instruction. Further research is necessary to determine the effectiveness of the prereading skills approach to reading readiness. (Author/LL)

ED 109 664 95 CS 002 077

Levin, Joel R. And Others

Picture-Word Differences and Conceptual Frequency Judgments.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-323

Pub Date Mar 75

Contract—NE-C-00-3-0065

Note—16p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Association Tests, *Concept Formation, Elementary Education, Higher Education, Memory, *Perceptual Development, *Pictorial Stimuli, Reading Research, *Recall (Psychological), *Verbal Stimuli

Identifiers—Frequency Theory

Recent evidence suggests that whereas pictures are more easily recognized, discriminated, associated, and recalled than their corresponding verbal labels, this is not the case in concept acquisition/utilization tasks. If such evidence is interpreted in terms of a "frequency theory" perspective, one would expect the typically obtained frequency judgment differences between pictures and words to be reduced if "conceptual" frequency judgments are required. This expectation was confirmed in three experiments in which subjects were presented with one of two types of visual or verbal stimuli, categorized or uncategorized, with varying frequencies. Subjects for the first experiment were sixth and seventh graders. Subjects for the second and third experiment were students in a college psychology class. (Author/MKM)

ED 109 665 95 CS 002 078

Kurth, Ruth Justine

Evaluation of an Objective-Based Curriculum in Word Attack.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-289

Pub Date May 75

Contract—NE-C-00-3-0065

Note—101p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Curriculum Guides, *Decoding (Reading), Elementary Education, Performance Based Education, *Phonics, *Reading Instruction, Reading Research, Sight Vocabulary, *Structural Analysis, Teaching Methods, Word Lists, Word Recognition, *Word Study Skills

The primary purpose of this study was to provide empirical evidence for the assumption that if the essential subskills of word attack are mastered, then functional word attack ability will result. To obtain such evidence, the study was designed to test the functional word attack ability of 140 elementary school students who had been taught the subskills of word attack according to an objective-based, skill-oriented approach outlined in the Wisconsin Design of Reading Skill

Development: Word Attack Element. Word lists were developed to test the subjects' ability to decode synthetic words which tested specific phonetic and structural subskills of word attack, phonically and structurally regular words, and phonically and structurally irregular words. The results of the study showed that the subjects were able to decode the synthetic words at the suggested 80 percent mastery level. Not all of the subjects were able to decode all of the phonically and structurally regular words at an 80 percent mastery level. However, they did attain higher scores on the tests of regular words than they did on the tests of irregular words. (MKM)

ED 109 666 95 CS 002 079

Ghatala, Elizabeth S. And Others

Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-344

Pub Date May 75

Contract—NE-C-00-3-0065

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Decoding (Reading), *Discrimination Learning, Elementary Education, *Pronunciation, Reading Research, Reading Skills, *Verbal Stimuli, *Word Recognition

In an absolute frequency judgment task, 130 sixth graders received either high-frequency (Hi-F), low-frequency, high-meaningfulness (Lo-F/Hi-M), or low-frequency, low-meaningfulness (Lo-F/Lo-M) words selected from the 1944 Thorndike-Lorge list. Subjects were asked to either pronounce the words aloud, listen to the examiner pronounce the written words, or read the words silently. Pronunciation by either the subject or the examiner was found to increase the accuracy of frequency judgment for Lo-F/Hi-M words substantially more than it did for the other groups of words. It is suggested that the pronunciation of the Lo-F/Hi-M words serves to decode the written word into its oral form and increase the likelihood that these potentially meaningful words will elicit meaning responses from subjects during the frequency judgment task. (MKM)

ED 109 667 95 CS 002 080

Heckler, John Henry

Some Factors Involved in the Comprehension of Prose Materials.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-339

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—169p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Junior High Schools, *Learning Modalities, *Listening Comprehension, *Reading Comprehension, Reading Research, Reading Skills, *Remedial Reading, *Visualization

The purpose of this investigation was to examine the efficacy of various strategies for improving the reading comprehension of readers with deficits in decoding and vocabulary skills. Ninety-six subjects (48 deficit readers and 48 average readers) of approximately the same age and intelligence were selected from a lower socioeconomic middle school. Average and deficit poor readers were compared for performance on a comprehension task under three instructional-treatment conditions and two input modalities. The treatments included imagery, incentive, and control under both reading and listening modalities. Contrary to expectations, instructions to image did not facilitate comprehension for the average readers (under reading or listening) or for the deficit readers (under listening conditions). The deficit readers did improve significantly in comprehension when they moved from a reading to a listening modality. (MKM)

ED 109 668 95 CS 002 081

Sals, Diane K. Hubbard, W. Donald

"The Wisconsin Design for Reading Skill Development": Study Skills; A Report on the Type I Field Test, 1971-1973. Part 1 and 2.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-341

Pub Date May 75

Contract—NE-C-00-3-0065

Note—236p.; Report from the Technical Services Section

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Curriculum Guides, *Developmental Reading, Elementary Grades, Field Studies, Individualized Instruction, *Reading Instruction, Reading Research, *Reading Skills, *Study Skills

A field test of the precommercial version of the Study Skills element of the Wisconsin Design for Reading Skill Development, developed at the Wisconsin Research and Development Center for Cognitive Learning, was conducted in 22 schools from 1971 to 1973. The purposes of the field test were to determine the effectiveness of the program in terms of student achievement, to document the degree to which recommended implementation procedures were followed, to determine the feasibility of the program for the elementary school, and to gather information useful for revisions. The results indicated that consistent improvement was shown by Study Skills students on program-embedded and standardized measures (schools with prior reading achievement below national norms showed greater improvement than schools with prior reading achievement above national norms); overall implementation was adequate; the program was generally well accepted, with schools with team organization having the most positive outlook toward the program; and formative findings indicated a need to reorganize and streamline the program. The appendixes include a statement of study skills and objectives, comparative performance data, and general reactions. (Author/MKM)

ED 109 669 CS 202 062

A Sequence of Composing, Interpreting and Language Activities with Suggested Procedures for Their Implementation: A Handbook for Teachers of English in Secondary Schools.

Baltimore County Board of Education, Towson, Md.

Pub Date 75

Note—276p.

Available from—Supervisor of English, Board of Education, Baltimore County Schools, Towson, Maryland 21204 (Write for price)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Class Activities, Composition (Literary), *Educational Objectives, *English Instruction, Language Arts, Language Development, *Language Skills, Reading, Secondary Education, *Teaching Methods

Identifiers—Maryland (Baltimore County)

The main purposes of this handbook are to present a series of activities and performance goals intended to improve the English program in Baltimore County; to establish the basic language skills and experiences that all students at each grade level should have; and to suggest a number of methods and procedures for implementing these learning experiences. This publication, capitalizing the secondary English program in Baltimore County, represents the feedback from all the teachers in the county who tested and reacted to previous activities and goals prescribed for the school system. Following a rationale for the teaching of English, the bulk of this document outlines instructional objectives, activities, skills, and teaching methods for use in grades 7-12. A selected bibliography is appended. (RB)

ED 109 670 CS 202 079

Niedermeyer, Fred And Others

1971-72 Tryout of Level 3 Composition Skills Exercises.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-72-43

Pub Date Dec 72

Note—60p.; Some pages will have marginal reproducibility due to small type

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Course Content, *Course Descriptions, *Course Evaluation, *Course Objectives, *Educational Research, *Educational Testing, *Primary Education, *Writing Exercises

This document discusses a study of 36 level 3 exercises tried out in a single, middle-income, suburban, second-grade classroom. The following outcomes were generated for the exercises: capitalize the first letter of a sentence, correctly end sentences with periods or question marks, capitalize proper nouns, correctly use commas in dates and dialogue, correctly place quotes around dialogue, write complete sentences, and organize composition into paragraphs and indent each paragraph. The primary purpose of the study was to obtain teacher and pupil comments and observational data in one classroom, so as to identify any deficiencies or problems with the materials and teacher procedures. The results are discussed in terms of teacher affect, time per exercise, teacher directions, teacher's guide, and the effects of the various units involved in the level 3 exercises. This document also contains the following five appendices: "Examples of 'Select,' 'Correct,' and 'Construct' Lessons (Teacher's Versions) for Outcomes Related to Writing Mechanics," "1971-72 Level 3 Composition Skills Teacher's Guide," "Posttest Administration Directions," "1971-72 Level 3 Teacher Questionnaire," and "Lesson Observations Summaries." (TS)

ED 109 671 CS 202 142

Verble, David

A Road Not Taken: An Approach to Teaching Poetry.

Nashville - Davidson County Metropolitan Public Schools, Tenn.; Tennessee Arts Commission, Nashville.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 73

Note—88p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Class Activities, Creative Teaching, Elementary Secondary Education, *English Instruction, Language Arts, *Literary Analysis, *Poetry, *Teaching Methods, *Teaching Models

Identifiers—*Poets in the Schools

A way in which poetry can be successfully approached in the classroom is discussed in this book about teaching poetry. It presents a method by which teachers can teach students to read poems rather than teaching them about poems. The first chapter discusses and criticizes the "what-does-this-poem-mean" approach to teaching poetry. The second chapter discusses giving students a new view of poems and of themselves as readers. A series of questions is provided for the purpose of helping students explore certain poems and their involvement with those poems. Chapter three discusses teaching poetry on the first day of class. Chapter's four, five, and six discuss, respectively, the second, third, and fourth days of class. Chapter seven offers suggestions for using this approach in the classroom. (TS)

ED 109 672 CS 202 147

Wolff, Aline

Learning to Teach Writing, Writing to Learn Teaching.

Pub Date Mar 75

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—College Freshmen, *Composition (Literary), *Composition Skills (Literary), *Descriptive Writing, *Expository Writing, Higher Education, *Teaching Methods

There is a logical sequence in the steps of a freshman English course, the goal of which is the comprehension of the writing process and a readiness to move forward with that process. Students must first learn prewriting—an outpouring on paper of every thought connected with a given topic. This is followed by selecting ideas, formulating a thesis, establishing a writing pattern, and

editing. The two final stages are preparing the manuscript and proofreading. Teachers can best learn how to teach writing by trying these processes in their own writing. (JM)

ED 109 673 CS 202 150

Shumaker, Arthur W.

Despite Persistent Reports to the Contrary, Many Courses in Communications Around the Country Are Alive and Flourishing, Thank You.

Pub Date Mar 75

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Curriculum, *Communication (Thought Transfer), *Communication Skills, *Composition (Literary), *Course Content, *Higher Education, *Language Arts, *Listening, *Reading, *Speaking

Identifiers—Conference on College Composition and Communication

After about twenty years of enthusiastic inclusion of both communications courses in college programs and sessions on communications at meetings of the Conference on College Composition and Communication, interest in communications courses seemed to disappear, although the courses often were retained but were given new titles, such as rhetoric. Answers to a questionnaire sent to a sample of 50 colleges and universities show that although courses in communications have endured various crises, they are still defensible and successful; and that these courses may consist of an emphasis either on reading, writing, speaking, and listening or on one of many other subjects. In any case, the communications movement is still very much alive. (JM)

ED 109 674 CS 202 151

Kuchenbecker, Shari Young

Comparison of Form Class Usage in Children's Speech and the Mod 2 Kindergarten Storybooks.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-23

Pub Date Jun 72

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Beginning Reading, *Child Language, *Content Analysis, *Instructional Materials, *Primary Education, *Reading Comprehension, *Reading Materials, *Reading Research, *Reading Skills

Identifiers—*Model 2 Reading Program

Recent research supports the view that the beginning reader's comprehension is aided by a similarity between written materials and the child's own oral language production. The content of the Southwest Regional Laboratory (SWRL) Mod 2 Kindergarten Storybooks was analyzed by surface linguistic form class and compared to an analysis of 5.5- to 6.5-year-old children's speech production. Distributions of the frequency and variety of the use of the form classes are presented. Similarities and differences between the Mod 2 storybooks and oral production distributions are examined to identify areas in which effects on comprehension might be profitably investigated. The results indicated that four areas of form class usage present questions for investigation relevant to the design of Mod 3 reading materials. Those areas are the use of nouns, the use of the future and the unmarked present tense in preference to the progressive and the perfect tense, the use of adjectives, and the use of a word in more than one form class or with more than one conceptual meaning in the text. (The results of this study are presented in both narrative and table form.) (Author/RB)

ED 109 675 CS 202 153

Yagle, Pamela D.

Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools.

Pub Date May 75

Note—197p.; M.S. Thesis, West Virginia University

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*College Curriculum, *Curriculum Planning, *Degree Requirements, *Educational Research, *Higher Education, *Journalism, *National Surveys, *Preservice Education, *School Surveys, *Secondary Education, *Teacher Certification, *Teacher Education

Identifiers—*West Virginia University

To consider the most effective journalism teacher education program that West Virginia University could offer, 117 college journalism teaching-advising programs were surveyed in the United States. Faculty of 104 schools (88.8 percent) responded to one of three mailings. The findings indicated that most instructors who were surveyed enroll all types of majors in journalism education classes, the most commonly used textbook is "Scholastic Journalism" by Earl English and Clarence Hach, most schools have no course or rank prerequisites for entering journalism teaching-advising courses, teacher certification requirements range from six to twenty-four hours of journalism, persons conducting teacher education programs at almost one-half of the journalism schools responding have not previously taught high school journalism, and most high school journalism teachers feel ill-prepared to teach and advise high school publications. It was concluded that the West Virginia University journalism teacher education program is limited, but closely resembles the type of journalism teacher education curricula for high school teachers provided by more than one-half of the schools responding. (Author/RB)

ED 109 676 CS 202 154

Barron, Frank

The Transformation of Personal Themes in Literary Creation.

Pub Date 73

Note—9p.; Paper presented at the 1973 American Psychological Association Symposium "Henry A. Murray at 80"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Creative Activities, *Creative Thinking, *Creativity, *Individual Characteristics, *Individual Psychology, *Literary Influences, *Literature, *Personality Assessment

Identifiers—Williams (William Carlos)

Many methods in clinical and personality psychology has as their implicit if not explicit aim the eliciting of transformations so that the mind of the subject may be better understood. By offering a graduate seminar in "Psychobiography and Historiometry," the author hoped to deal with the problem of design and transformation in the study of life and literature. Since transformations are in some sense unconscious, a mental leap must occur for the transformation to be made. Furthermore, it is suggested that the transformational process is at the heart of the creative process. Toward further investigating the creative process, the seminar attempted a psychological portrait of William Carlos Williams. Through the use of clay sculpture, the class was able to create diverse structural representations of a selfhood they had found in the writings of the poet. (LL)

ED 109 677 CS 202 155

Schachtman, Gilbert

Mastery Learning at Olive-Harvey College.

Pub Date Mar 75

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Composition Skills (Literary), *Grading, *Higher Education, *Learning Activities, *Measurement, *Self Evaluation, *Teaching Methods, *Unit Plan

Identifiers—*Mastery Learning

Mastery Learning, a learning strategy which denies the inevitability of the normal grading curve, holds promise in skill-building courses. For a composition course using this strategy, course objectives must first be established and stated behaviorally, after which the course may be broken into learning units, each lasting perhaps two weeks. At the end of a two-week instruction period, students take a formative or diagnostic test—one of the defining features of Mastery Learning. Students not passing the test are directed to another defining feature, corrective learning experiences. Unit subjects may be divided into such units as manuscript matters, con-

tent, and the mechanics of writing. This strategy recognizes the potential of students as being unlimited and introduces system, measurement, and self-evaluation into education. (JM)

ED 109 678 CS 202 158

Haynes, James L. And Others

Demographic Factors in the Education of Relations in Analogy Picture Pairs. Technical Report No. 7.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Jan 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Cultural Factors, *Demography, Educational Research, *Paired Associate Learning, Perception, *Pictorial Stimuli, Racial Characteristics, Sex Differences, Social Class Identifiers—*Analogical Reasoning

The influence of the demographic factors of sex, race, and social class on education of relations in picture pairs by high school students is examined. The bulk of this report is composed of three tables which list the picture-pair items for which frequency of relation education differed significantly between males and females, between whites and nonwhites, and between higher and lower social class groups. The items were not culturally neutral insofar as sex, race, and social class were concerned. (Author/LL)

ED 109 679 CS 202 159

Monson, Eileen O. Davis, Rene V.

The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items. Technical Report No. 8.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Feb 75

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Association (Psychological), Association Tests, Comprehension, Educational Research, Higher Education, *Paired Associate Learning, *Semantics, *Thought Processes, *Verbal Learning, Verbal Stimuli Identifiers—*Analogical Reasoning

Verbal analogy items, consisting of an ambiguous stimulus word pair and two unambiguous response word pairs as choice alternatives, were presented to psychology students in a counter-balanced design to discover if preferences existed between the two competing relations in each item. The data were analyzed to see if these preferences ordered themselves into a hierarchy. With only half of a full paired-comparisons matrix available for study, the data suggest that a hierarchical ordering of preferences for relations exists, with the cause-effect relation educed most readily and the order-time relation least readily. The results also suggest a need for developmental research into the origins of these preferences and investigation of the role of both individual differences and cultural differences. (Author/LL)

ED 109 680 CS 202 160

Davis, Rene V.

Effects of Social Class Differences on Analogical Reasoning. Final Report.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Feb 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Cognitive Processes, Educational Research, *Learning Processes, Secondary Education, Social Class, *Social Differences Identifiers—*Analogical Reasoning Spearman's formulation of analogical reasoning as a three-stage process (apprehension of elements, a stage of relations, and education of correlates) appears to be useful in the study of analogical reasoning. In this project, minimizing the role of element apprehension and manipulat-

ing relation-education levels resulted in the unexpected finding of minimal effects due to social class. It was concluded that the effects of social class differences on analogical reasoning are to be found primarily in the stage of apprehending the elements. Results also led to the hypothesis that the most important stage in analogical reasoning is the education of correlates. An advantage in educating relations that is given to a group exerts only minimal influence on the test performance outcome. The finding of a hierarchical ordering of preference for relations in the solution of analogy problems further clarifies the locus of the effects of social class, specifically, and culture, generally, on analogy test performance. These effects are contingent on the elements and the relations embodied in the analogy test. (Author/LL)

ED 109 681 88 CS 202 161

Language Arts Program Objectives (Grades 7, 8, and 9).

East Allen County Schools, New Haven, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Business English, Communications, Composition Skills (Literary), Curriculum Guides, Debate, *English Programs, Grammar, Journalism, Junior High Schools, *Language Arts, Mass Media, *Objectives, Speech, Television, Theater Arts, Vocabulary Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A language arts program for the seventh, eighth, and ninth grades is detailed in this document. Outlines of the scope and sequence of course components and lists of program objectives are given for each grade. Following these program objectives, the document consists of outline sketches for each course topic, including the scope and sequence of the subject as well as the program objectives. Course topics are as follows: written and oral communication, grammar, composition, business English, creative writing, vocabulary building, debate, speech, communications, mass media awareness, journalism, television production, oral interpretation, drama and theatre arts, American literature, English literature, world literature, short story, mythology and science fiction, poetry, modern drama, and Bible literature. (JM)

ED 109 682 CS 202 162

Mullin, Michael

Shakespeare on Film in the Classroom.

Pub Date Nov 74

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, Louisiana, November 28-30, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Drama, *Films, Higher Education, *Instructional Films, Instructional Media, Secondary Education Identifiers—*Shakespeare (William)

A course at the University of Illinois entitled "Shakespeare on Film" is discussed briefly, and an annotated list of Shakespeare films for the classroom teacher is provided in this paper. Thirteen films are listed: three versions of "Hamlet," "Henry V," "Julius Caesar," four versions of "Macbeth," "A Midsummer Night's Dream," "Othello," "Romeo and Juliet," and "The Taming of the Shrew." Each annotation gives the name of the director, major stars, distributor, year of production, and mode (black and white or color). (TS)

ED 109 683 CS 202 163

Follett, Joseph F.

Communication Skills: Categories of Educational R & D Effort.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-1-70-7

Pub Date Oct 70

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Communication Skills, Educational Programs, *Educational Research, Elementary Education, *Elementary School Curriculum, *Instructional Design, Language Arts, Program Costs, *Program Development, Program Effectiveness, Program Planning

Categories of educational research and development (R&D) effort are distinguished to guide formulation of an educational R&D program addressing communication skills instruction in the elementary schools. It is postulated that all legitimate educational R&D efforts directed toward upgrading the effects of education on a learner population fall under the general headings "instructional domain specificity," "instructional program effectiveness," and "instructional program efficiency." The necessary subheadings, or categories of educational R&D effort, are postulated to be "criterion specification" and "entry skills" for specificity; "instructional path" and "level of explication" for effectiveness; and "application," "cost return," and "support" for efficiency. Categories of effort are described and illustrated, using communication skills exemplars where possible. Preliminary views on the educational R&D program are presented in flowchart form. The position is taken that such programs will neither be adequately planned nor adequately funded until they permit and require decisions regarding later steps to be contingent on earlier progress. (Author)

ED 109 684 CS 202 165

Work, James C.

Assignment: Library; The Use of Non-Research Library Topics in Composition Courses.

Pub Date 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Composition (Literary), *Composition Skills (Literary), Descriptive Writing, Expository Writing, Higher Education, Libraries, *Library Materials, Reference Materials, Resource Materials, Teaching Techniques Assigning students to write resource papers about the library provides the instructor with the opportunity to teach about basic rhetorical methods and gives students the chance to become acquainted with resources they should know. Four different types of papers which give students a variety of writing experiences are a description of two reference books in a particular subject area, a comparison of two periodical indexes, an evaluation of the facilities pertinent to a field of interest (including physical surroundings and facilities as well as library materials), and a persuasive paper on any subject related to the library, addressed to any reader. (JM)

ED 109 685 CS 202 166

O'Donnell, Roy C.

A Comparison of Two Indices of Syntactic Complexity. Studies in Language Education Report No. 20.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Sep 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Comparative Analysis, English Instruction, Evaluation Methods, Grade 9, Language Development, *Language Research, *Language Skills, *Measurement Instruments, Secondary Education, *Syntax, Writing Skills, Written Language Identifiers—*T Unit

The need for an objective index of language development has long been recognized, and various means of measuring language growth have been proposed. This study compares two of the indexes that have recently been devised for measuring language growth. Its specific purposes are (1) to examine the correlation between mean T-unit length and syntactic density scores and (2) to compare mean T-unit length and syntactic density scores as indicators of the grade level of writers. Thirty-two ninth graders were asked to write a composition about the best or worst hour of their day. These compositions were then analyzed for mean T-unit length, mean clause length, and mean number of clauses per T-unit, and were also analyzed for the items needed to compute the syntactic density score. It was concluded that, in spite of its lack of precision, T-unit length is a more useful and usable index of syntactic development than the syntactic density

score; and it appears that mean T-unit length is a better indicator of grade level than is the syntactic density score. (RB)

ED 109 686 95 CS 202 168

Terry, Pamela

A Comparison of the Mod 3 Entry Lexicon with

Two Lexicons of Black Kindergarten Children.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-41

Pub Date Sep 72

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Caucasian Students, Child Language, *Communication Skills, *Comparative Analysis, *Dictionaries, Elementary Education, Language Usage, Negro Students, Program Content, *Reading Programs, *Word Lists

Identifiers—*Model 3 Reading Program

The Model communication skills lexicon, developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in kindergarten through sixth grade, consists of three word lists—an entry list, a general list, and a technical list. The Model 3 entry lexicon (Rhode, 1972)—based on a predominately white sample—was compared with the Thomas (1962) and Legum, Pfaff, Tinnie, and Nicholas (1971) lexicons—both based on black samples. Words unique to any lexicon were categorized and checked to see if any of them were important enough to require supplemental teaching. Most words present in one lexicon but lacking in the others could be easily accounted for by sampling error. Thus, it was concluded that the entry lexicon is probably adequate for use with black kindergarten children from low socioeconomic backgrounds. (Author/RB)

ED 109 687 CS 202 169

Effective Writing Study Guide; A Workshop

Course. Revised.

Internal Revenue Service (Dept. of Treasury),

Washington, D.C.

Report No.—Training 9931-01

Pub Date May 75

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adult Education, *Business English, Paragraphs, Postsecondary Education, Sentences, *Study Guides, *Technical Education, *Technical Writing, *Workshops, Writing

This study guide for a workshop course in effective writing is designed to help everyone involved in the process of business writing—managers, supervisors, and professional employees—agree on standards to be used in writing and reviewing; and to increase their confidence and skill in generating documents that meet those standards. Unit 1 presents fundamental considerations and standards for effective communication. Unit 2 discusses planning, organizing, and evaluating writing, as well as revising and editing. Unit 3 discusses language principles, clarity, conciseness, and appropriate tone. Unit 4 discusses such topics as paragraph development, paragraph length, and paragraph linkage. Unit 5 discusses sentence principles, active voice, parallel ideas, and punctuation. Unit 6 is an epilogue that includes general comments about the course. (TS)

ED 109 688 CS 202 170

Golub, Lester S.

A Critical Age Model of Language Learning.

Pub Date 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, Concept Formation, Creative Thinking, *Language Development, Language Proficiency, Language Skills, Learning Processes, *Models, *Nucleation (Language Learning), Verbal Development

Identifiers—*Language Learning Models

The three basic language learning models are the rote-memory model (prescriptive), the abilities model (behavioristic), and the critical age model. If this last model, a deterministic one based on observable facts about the human condition, becomes as popular in American schools

as it is in British schools, language will become an important aspect of every subject area. Both a biological explanation of language learning and a cognitive explanation of language development are crucial in understanding the critical age model. Once it is recognized that the critical age model is limited by the learner's own biological and psychological development, a different approach to teaching the mother language and its uses may be realized. Since many questions concerning this model remain to be answered, neither the rote-memory model nor the abilities model should be discarded. (JM)

ED 109 689 24 CS 202 171

Cassidy, Frederic G.

Dictionary of American Regional English. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1313

Pub Date Nov 70

Contract—OEC-6-10-010

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American English, Dialects, Di-

allect Studies, *Dictionaries, National Surveys,

*Regional Dialects, Research Projects

Identifiers—*Dictionary of American Regional

English

The research undertaken for producing a "Dictionary of American Regional English" (the DARE project) is reported in this document. Ten spoken and 13 written sources of relevant data are listed, and outlines of the editing and production procedures and of the material to be included are given. Completion date for the dictionary is 1976. (JM)

ED 109 690 95 CS 202 174

Fricks, Richard

A Feel for Words: Making Poetry in the Public

Schools. A Handbook for Teachers and Parents.

Tennessee Arts Commission, Nashville.

Spons Agency—National Endowment for the

Arts, Washington, D.C.; Office of Education

(DHEW), Washington, D.C. Arts and Human-

ities Program.

Pub Date 73

Note—202p.

Available from—Tennessee Arts Commission, 222 Capitol Hill Building, Nashville, Tennessee 37219 (\$3.50, paper)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Child Language, *Creative Writing,

Elementary Secondary Education, *Instruc-

tional Materials, Learning Activities, Parent

Participation, *Poetry, Writing Skills

Identifiers—*Poets in the Schools Program

This handbook for teachers and parents discusses approaches for helping elementary and secondary school students understand and write poetry. Chapter 1 discusses various elements of expression such as words, thought, movement, and language. Chapter 2 discusses early poem-making and includes discussions of children's acceptance of language, steps in the making of a book, and children's poetry in general. Chapter 3 discusses developing writers, naming objects, and imagining. Chapter 4 discusses writing with older students in middle schools and senior high school. Such topics as what to write, imitation, cleverness, writing with formulas, and various activities for teaching poetry are discussed. Chapter 5 is a bibliography listing helpful aids in the teaching of writing, as well as the names of major American poets. Chapter 6 includes a collection of poems written by children. Chapter 7 gives additional pointers for the teaching of poetry. (TS)

ED 109 691 CS 202 179

Dunham, Mildred G.

An Assessment by Selected English Teachers in

Pennsylvania High Schools of Their Undergrad-

uate Education in Composition.

Pub Date 74

Note—139p.; Ph.D. Dissertation, University of

Pittsburgh

Available from—University Microfilms, P.O. Box

1764, Ann Arbor, Michigan 48106 (Order No.

75-13,182, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Doctoral

Theses, *English Education, Higher Education,

*Preservice Education, Secondary Education, *State Surveys, Teacher Background, Teacher Education, *Teacher Qualifications

Identifiers—Pennsylvania

An attempt to secure information regarding the undergraduate composition training of secondary school English teachers presently teaching in selected Pennsylvania English departments was made in this study. To collect data on the undergraduate composition training of Pennsylvania English teachers, the researcher mailed 1,005 questionnaires to 80 selected English department chairpersons and supervisors for distribution within their departments. Based on the findings of the survey, the researcher reached one major conclusion: a need exists for improvement in the composition training of prospective English teachers educated in Pennsylvania colleges and universities. The nine recommendations made in the study are summarized. (Author/RB)

ED 109 692 CS 202 182

Means, Harrison J.

Analysis of the Content, Proportion of Time Spent

on Content, and Course Structure of Secondary

English Methods Courses in Iowa.

Pub Date 74

Note—112p.; Ph.D. Dissertation, The University

of Iowa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13795, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Course Content, Doctoral Theses,

*Education Courses, *English Education,

*Methods Courses, *Methods Research, Secondary

Education, State Surveys, Teacher Educa-

tion, Teaching Methods

Identifiers—Iowa

This study examined the nature of English methods courses in Iowa institutions which train secondary English teachers. Instructors from about 70 percent of the institutions in the state provided a copy of their course calendar. Data were drawn from these calendars about methods course content, the proportion of time allotted to each course, and course structure. It was concluded that there is little uniformity in any of the three areas examined; the content areas derived in the study were not only fewer than those reported in previous studies but also, in some instances, different from them; the teaching of literature consumed the greatest amount of time in a methods course; little time was devoted to teaching oral language or reading; the methods courses were variable in total class time; and the 14 courses described by the tabulated data suggested a frame of reference which was content-centered and were called lecture-discussion courses. (Author/TS)

ED 109 693 CS 202 183

Mollach, Francis Leslie

The Evaluation of a Test of Literary Judgment for

Use with Community College Students and Its

Use as a Stimulus for Written Responses and

Classroom Discussion.

Pub Date 74

Note—181p.; Ph.D. Dissertation, Syracuse

University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10,561, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational

Research, English Instruction, *Evaluative

Thinking, Junior Colleges, *Language Tests,

Learning Activities, Literary Analysis, Literary

Conventions, Literature, *Literature Appreciation,

*Reading Comprehension, *Stimulus

Devices

Identifiers—*Revised Test of Literary Judgment

The three objectives of this study were to evaluate the following: a test of literary judgment for use with community college students, the free responses of students to passages in the test, and the use of original literary selections and distortions of them as a classroom tool. The test of literary judgment used original poetry and prose selections and mutilations composed by the test's constructor. The test takers chose the examples they thought were the originals. This test was administered to 96 freshmen and 83 sophomore students, and then students at both grade levels were divided into two groups. One group from each grade level was asked to write free responses to their choices. These same groups were also ad-

ministered a reading test. On the final day of the study, all groups again took the original test. From the findings, several conclusions were made, including the observation that the technique of pairing superior and inferior selections seems to provide a useful teaching tool for directing student attention toward the comparative evaluation of literary devices or elements. (Author/TS)

ED 109 694 CS 202 184

Cromie, David

Grammar: Toward a Developing Methodology Compatible with New English Philosophy.

Pub Date 74

Note—370p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,425, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Methods, Educational Objectives, *English Instruction, Grammar, Language, Language Skills, Psycholinguistics, Teacher Education, *Teaching Methods, *Transformation Generative Grammar

Identifiers—*New English

This paper brings together modern linguistic theory (particularly transformational-Generative analysis), psycholinguistic research, and educational objectives underlying the teaching of language in order to develop a methodology compatible with the philosophy of "the New English." Based on the premise that at its best, the New English is a philosophical base from which to build new programs, two major teaching concerns are examined: (1) teaching students about language and (2) developing mature language skills among students within a framework of enlightened "social engineering." Discussion focuses on such questions as the value of linguistic theory to the teacher of English, the usefulness of psycholinguistic insights, and the role of modern language descriptions and their application in the classroom. Further emphasis is given to ways in which the teacher can develop activities which utilize fundamental concepts. A discussion of teacher training is also included. (Author/TS)

ED 109 695 CS 202 186

English E. R. A. S. (Educational Resources Allocation System); A Series of Reports Outlining the Planning Phase, Intermediate Division.

London Board of Education (Ontario). Educational Research Services.

Pub Date Nov 74

Note—282p.; Conducted and presented by the English Program Planning Committee

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Academic Achievement, *Curriculum Design, *Curriculum Evaluation, Elementary Secondary Education, English Instruction, *Language Arts, *Student Attitudes

Identifiers—*Intermediate English Evaluation Project, Ontario (London)

Contained in this series of reports are the procedures, research data, and background information pertaining to the Needs Assessment Phase as conducted by the English Program Planning Committee from September 1972 to the present. The series presents all aspects of the Intermediate English Evaluation Project, which is an overall evaluation of student attitude and skill achievement in various areas of English Language Arts in London, Ontario. The reports deal with the background and plan for the project; project objectives; surveys of student and teacher attitudes; community attitudes; student achievement; student attitudes and achievement in reading and writing, listening, speaking, and verbal creativity; and an overview of the program. (LL)

ED 109 696 CS 202 188

Mersand, Joseph, Ed.

Guide to Play Selection; A Selective Bibliography for Production and Study of Modern Plays. Third Edition.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—296p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 19468, \$5.95 nonmember, \$5.75 member)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Drama, *Dramatics, *Literature Guides, Production Techniques, Resource Guides, *Selection, Twentieth Century Literature Identifiers—*Play Selection

This selective bibliography for production and study of modern plays was compiled by the NCTE Liaison Committee with the Speech Communication Association and the American Theatre Association. The introduction, "A Guide to Play Production," discusses general criteria of play selection and provides an overview of the collaborative process of producing a play, focusing chiefly on the role of the director in giving conceptual unity to the production. Approximately 850 plays are described and arranged according to playwright in the section entitled "Guide to Play Selection." The appendices include listings of publishers, distributors, or agents who control amateur performance rights to plays described in the guide. Addresses of authors representing their own works, if known, are also given. The bibliography of anthologies and collections lists over 400 volumes which contain plays listed in this guide. Included are author and title indexes, as well as a topical index and an index arranged according to the number and sex of the players required in each play. (LL)

ED 109 697 CS 202 189

Dieterich, Daniel J., Comp.

Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date Jun 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Education, *Educational Research, Educational Testing, *English Instruction, *Language Arts, *Language Development, Literature, Mass Media, Oral Communication, Research Reviews (Publications), Written Language Identifiers—Status Surveys

Over 120 items covering research in the teaching of English published between January 1, 1975, and June 30, 1975, are contained in this annotated bibliography. The subject headings are "Bilingual and Bilingual Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and "Research Instruments." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, and college and adult. (RB)

ED 109 698 CS 202 190

Donelson, Ken, Ed.

Censorship and the Teaching of English.

Arizona English Teachers Association, Tempe.

Pub Date Feb 75

Note—270p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Illinois 61801 (Stock No. 05203, \$5.50 nonmember, \$4.75 member)

Journal Cit—Arizona English Bulletin; v17 n2 Entire Issue February 1975

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Academic Freedom, *Censorship, Civil Liberties, Elementary Secondary Education, *English Instruction, Freedom of Speech, Racism, School Environment, Student Rights

Ideas, facts, and techniques about censorship and fighting censorship are the subjects of the articles in this extensive issue. Some of the topics discussed are censorship in other states, censorship in the elementary school, rational censorship, racism and censorship, the North Dakota book-burning incident, student rights in high school journalism, a publisher's attitudes toward censorship, film censorship, the role of the school board in protecting students' and schools' rights, the role of students in fighting censorship, and the history of censorship. A lengthy bibliography lists scholarly and pedagogical articles and books about censorship. (JM)

ED 109 699 CS 202 191

Donelson, Ken, Ed.

Popular Culture and the Teaching of English.

Arizona English Teachers Association, Tempe.

Pub Date Apr 75

Note—237p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Order No. 36443, \$3.95 nonmember, \$3.35 member)

Journal Cit—Arizona English Bulletin; v17 n3 Entire Issue April 1975

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Comics (Publications), Commercial Television, *English Instruction, *Instructional Materials, Literary Genres, New Journalism, Periodicals, Poetry, Science Fiction, Secondary Education, *Teaching Methods

Identifiers—Graffiti, *Popular Culture

This issue of the "Arizona English Bulletin" contains 38 articles related to popular culture and the teaching of English. The articles discuss such topics as language in the popular arts, establishing a popular culture library, defining sexism in popular culture, detective literature and its uses in the traditional classroom, popular literature as an introduction to the classics, reading comics, television and critical skills, selecting science fiction for class study, subliminal messages in science fiction, formula fiction and literature study, uses of graffiti, rock poetry, video screen sexism, magazines and the English class, values via television, American best sellers as an English elective, the religious press, and teaching the new journalism. (TS)

ED 109 700 CS 202 192

Kimbrough, Marvin

Black Magazines: An Exploratory Study.

Texas Univ., Austin. Center for Communication Research.

Pub Date Jan 73

Note—83p.

Available from—Center for Communication Research, University of Texas, Austin, Texas 78712 (\$2.50, hard copy)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Bibliographies, *Cultural Images, National Surveys, *Negro Culture, *Negro Literature, *Publications

The purpose of this project was to collect data concerning the black magazine in order to assess whether or not there was sufficient material to merit further study of black publications. A pilot study revealed that the purely mass magazines act as forums for expression and appear to have the following recurrent themes: black awareness, survival, identity, liberation, black aesthetics, and pan-Africanism. The trend in black magazines appears to be from religious to general to nationalistic. It was concluded that black publications do merit further study. This document also contains a list of the titles, addresses, and editors of the black magazines included in the study. (LL)

ED 109 701 CS 202 194

Bessemer, David W.

Priorities for Research on Concepts Related to Function Words.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-16

Pub Date 72

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comprehension, Determiners (Languages), *Form Classes (Languages), *Function Words, Language Research, Primary Education, Pronouns, Reading Comprehension, *Research Needs, Sentence Structure, Verbs

The classes and class members of function words are examined in detail in this paper in order to determine those which are most basic and most important to comprehension at the kindergarten through first-grade level. Noun determiners and pronouns, verbal determiners, and prepositions were found to be of importance, as were a small number of conjunctions and interrogators. It was concluded, however, that the first studies of the conceptual basis of language at the kindergarten through first-grade level should be directed toward problems of semantics and reference in pronouns and verb auxiliaries. (JM)

ED 109 702 CS 202 195

Cronnell, Bruce
Irregularly-Spelled Base Words and Their Derived Forms.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-70-44

Pub Date 70

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American English, *Decoding (Reading), Dictionaries, Educational Research, Graphemes, Language Patterns, *Phoneme Grapheme Correspondence, *Spelling, Word Recognition

Recent research has shown that spelling-sound correspondences in English are less irregular than has been thought in the past and that a large percentage of irregularities consists of irregularly spelled words which recur in various derived and compound words. In order to determine the degree to which irregularities occur in multiple-derived forms of single irregular base words, a study was made of the irregularly spelled words in the Southwest Regional Laboratory (SWRL) lexicon. It was found that 12 percent of the words in that edition and 21 percent of the words in a forthcoming edition can be classified as base words plus derived forms. In addition, 13 percent of the unsequenced words in the forthcoming lexicon can be so classified. (Three tables showing results are included.) (JM)

ED 109 703 CS 202 196

Koontz, Franklin R. Sinclair, Phillip A.
The Improvement of Teaching with Theatrical Devices.

Pub Date Apr 75

Note—21p.; Paper prepared at the University of Toledo

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Television, Higher Education, Programming (Broadcast), *Scripts, *Skits, *Teaching Techniques, Theater Arts, *Video Tape Recordings

Educational television has become an increasingly important successful element in television programming. This element can be introduced in the classroom through the frequent use of videotaped theatrical skits which illustrate points made by the instructor and which have been prepared in a television studio. The skits may be classified as either stimulative, informative, or humorous. Preparation of the script for a skit should take into consideration students' interests and problems so that empathy and humor are inherent and student attention is maintained. (JM)

ED 109 704 95 CS 202 197

Follette, Joseph F.
Language-Mediated Concept Learning.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-1-71-4

Pub Date 71

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Language, *Concept Formation, *Grammar, *Language Development, Language Instruction, *Language Skills, Linguistic Performance, *Linguistic Theory, Primary Education

The conditions whereby a concept might be learned on the basis of a language mediation process prior to the inductive learning of subordinate concepts are sketched. The view is expressed that grammar treatments which are apt to primary education should be defined on the basis of a pedagogy's needs for linguistic characterizations of concepts to be learned during primary education. Grammar is viewed as appropriate to the extent that it aids the child to decode linguistic characterizations to extralinguistic meaning. The bulk of the paper is taken up with a discussion of the conditions under which a child might be expected to learn a new concept strictly on the basis of past experience and language mediation effects. (Author/RB)

ED 109 705 95 CS 202 198

Rudegear, Robert E.
A Model of Developmental Phoneme Differentiation Ability.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-45

Pub Date 72

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Language, Developmental Reading, Elementary Education, *Evaluation Methods, Language Skills, *Models, *Phonemes, Phonology, *Reading Ability, Reading Research, Reading Skills

This paper deals with the assessment of children's acquisition of phonological competence. Phonological competence refers to the idealized speaker/hearer's ability to understand the linguistic structure underlying phonetic input/output. Under the Jakobsonian assumption that the learning of phonological opposition follows a regular sequence, an index of phonological competence in the form of a speech sound discrimination test is proposed. Developmental articulation data are used to construct a model of emerging phoneme discrimination proficiency. The model is intended as a basis for the development of practical assessment procedures. (Author/RB)

ED 109 706 95 CS 202 199

Schwab, Donna R.
An Analysis of Spelling Errors in the 1971 Tryout of a First Grade Spelling Component.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-21

Pub Date 71

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Grade 1, Language Research, Language Skills, *Language Tests, *Phoneme Grapheme Correspondence, Primary Education, *Skill Analysis, *Spelling

Identifiers—*First Grade Spelling Component
Error rates for individual words tested and for sound-to-spelling correspondences occurring within those words are reported for 18 tests given during a tryout of the Southwest Regional Laboratory (SWRL) First Grade Spelling Component. Several types of spelling errors are discussed, and suggestions are provided for reducing each type of error. Commonly occurring word element substitutions are listed. Whether or not other elements would be spelled correctly more often if contrasted with elements previously learned cannot be substantiated by analysis of the tryout results. (The results of the study are presented in both narrative and table form.) (Author/RB)

ED 109 707 CS 202 201

Shafer, Robert E.
A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Los Angeles, March, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, *Cross Cultural Studies, *Language Skills, Lower Class Students, Low Income Groups, Question Answer Interviews, Speech Habits, *Surveys, *Teacher Attitudes

Identifiers—Great Britain, United States
To determine teachers' attitudes (and reasons for these attitudes) toward the language of children in their schools, 33 teachers in selected infant and junior schools in England and a similar number in the United States representing a cross-section of schools and geographic areas in the two countries were interviewed. More than 90 percent of the teachers in both countries perceived the language of children from working-class homes in England and lower socioeconomic

groups in the United States as being deficient in some way for six main reasons. The attribution of linguistic deprivation to children and the reasons revealed by the teachers to explain such deprivation seem to be of sufficient dimensionality and persistence to constitute consistent stereotypic behavior in evaluating the language of children. Conclusions and recommendations of this study relate to the teaching of language and to the preparation of teachers in relation to the effect teachers' attitudes have on their evaluations of children's learning potentials, their intellectual capacities, and their communicative competence. (Author/JM)

ED 109 708 CS 202 202

Arnold, Lois V. And Others
Course Objectives: Secondary Language Arts. San Diego City Schools, Calif.

Pub Date Sep 73

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Course Objectives, Drama, *English Instruction, *Journalism, *Language Arts, Literature Appreciation, Reading Development, Reading Improvement, Secondary Education, *Speech Instruction, Theater Arts

The tentative course objectives presented in this publication are intended to specify as precisely as possible in behavioral terms the desired outcome of a particular population. Listed under each of the course titles are the performance objectives observable in the classroom and the long-range objectives often not immediately observable. For some of the courses, the English language arts program objectives set by state and district tests and mandates are also included. The 24 course titles cover English from the seventh through the twelfth grade, American literature, English literature, honors English, speech, theater arts, drama, public speaking, reading development and improvement, and journalism. (JM)

ED 109 709 CS 202 203

Blow, Barbara, Ed. Juhl, Margaret, Ed.
B - J Paperback Book Guide. Volume I, Number 1.

Pub Date 75

Note—94p.

Available from—B-J Paperback Book Guide, 1701 Waterloo Road, Cedar Falls, Iowa 50613 (\$8.00 annually, Canada \$10.00 Paper)

Document Not Available from EDRS

Descriptors—*Adolescent Literature, *Annotated Bibliographies, *Booklists, Junior High Schools, *Paperback Books, Reading Interests, *Reading Material Selection, Secondary Education

The paperbacks listed in this guide have been read or recommended in the editors' individualized reading course at Cedar Falls (Iowa) Senior High School and have been shown to be popular with young adults. The purpose of the guide is to suggest to English teachers and librarians paperback books to purchase for young adults in junior and senior high school. Books appealing to a wide range of reading interests are included. The books deal thematically with such topics as adventure, alienation, animals, careers, family relations, mystery/suspense, nonfiction, religion, science fiction, social problems, war, and woman's status. (LL)

ED 109 710 88 CS 202 210

Communication Arts Curriculum: A Model Program.

Tamaqua Area School District, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Class Activities, *Communication Skills, Course Descriptions, *Curriculum Guides, *Individualized Curriculum, Secondary Education, *Student Developed Materials, Student Projects

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A program designed for those students with varied skills, talents, and abilities who feel the present courses of study are not meeting their needs, the Communication Arts Curriculum is

based on an approach to learning in which each student selects his or her own learning activity, assembles the resources, and participates in personal evaluation. Part I, "A Model Program," contains a preface, overview, program assumptions, and program objectives. Part II, "Program Operation," contains a course description and outline, an application for the program, an individualized instruction format, progress reports, reading lists, and an attitudinal survey, as well as discussions of the selection of students for this program, elective choice, credit distribution, scheduling, and the utilization of community resources. Part III, "Procedure," includes a developmental flow chart, evaluation questionnaires, examples of summer workshop projects and activities, student guidelines, and an inservice workshop proposal. (LL)

ED 109 711 CS 501 072

Watt, James H., Jr. Krull, Robert
Arousal Model Components in Television Programming: Form Activity and Violent Content.
Pub Date Apr 75

Note—34p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Audiences, *Behavior Patterns, College Students, *Emotional Response, Higher Education, Programming (Broadcast), *Television Research, Television Viewing, *Violence

In research reported in this paper, an attempt was made to isolate arousal components due to the "form" of a television program from arousal components due to the "content" of the program. The following hypotheses were formulated: (1) emotional arousal will take place in programming segments depicting violent acts, (2) arousal due to the cognitive task of decoding complex program form will take place in highly active programming segments, and (3) these two components of arousal occur independently of one another. The subjects in this study were upper-level undergraduates in a mass media course. Hypotheses one and three were confirmed, while hypothesis two was not. The results of the study are presented in both narrative and table format. (RB)

ED 109 712 CS 501 075

Reynolds, William M., Ed.
World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75
Contract—NEC-0-72-4636

Note—101p.; See related document CS501083
Journal Cit—Forensics Quarterly; v49 n1 Entire Issue April 1975; v49 n2 p251-56 May 1975

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Debate, *Depleted Resources, Global Approach, International Programs, *Natural Resources, *Resource Allocations, Resource Materials, World Affairs, *World Problems

Identifiers—*National High School Debate Resolutions (1975 76)

This special issue of "The Forensic Quarterly" provides background information on the problem chosen for the national high school forensic series for the 1975-76 academic year: What policy for the development and allocation of scarce world resources would best serve the interests of the people of the world? Section one is a profile of scarcity and discusses such topics as the definition of scarce world resources, scarcity in food resources, energy resources, and mineral resources. Section two focuses on present controls over the development and allocation of scarce world resources and discusses the definition of development and allocation, development and allocation through trade, distribution and allocation through assistance and private investment, and development and allocation through the international monetary system. Section three discusses the definition of control by an international organization, expansion and adaptation of existing models, and new initiatives. Section four is an annotated bibliography of books, general

periodicals, and government periodicals related to the issue of world resources. (TS)

ED 109 713 CS 501 078

Schillaci, Peter
Contemporary Films' Mini Course on Film Study.
Pub Date 73
Note—36p.

Available from—Contemporary Films/McGraw-Hill, 828 Custer Avenue, Evanston, Illinois 60202 (Write for price information)

Document Not Available from EDRS
Descriptors—Course Content, Course Descriptions, Documentaries, *Films, *Film Study, Secondary Education, *Short Courses, *Visual Arts

Identifiers—*Film Criticism

This minicourse on film study can be a unit in English, in arts, or in the humanities. It can help to launch a film study course or complement an introduction to theater. Whatever form it takes, it helps to build a bridge to the student's media environment. Part one, the language of images, utilizes four films which demonstrate the basic elements of film language, "Sky," "Glass," "Olympia Diving Sequence," and "Very Nice, Very Nice." Part two, the creative use of actuality, introduces film in its documentary tradition. Part three, the varieties of film experience, discusses the short film as an excellent way to survey rapidly all the capabilities of the medium. Part four, narrative and film, discusses the strong narrative tradition which film inherited from literature, exploring that tradition in films that tell either an original story or one based on literature. Three films are used, "Stringbean," "Hangman," and "Masque of the Red Death." (TS)

ED 109 714 CS 501 083

Reynolds, William M., Comp.
World Resources; 1975-76 National High School Debate and Discussion Resource Materials.
Speech Communication Association, New York, N.Y.

Pub Date 75
Note—1,071p.; Collection of 11 documents reproduced on microfiche; see related document CS501075

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.95 prepaid, microfiche only)

Document Not Available from EDRS

Descriptors—Conference Reports, *Debate, *Depleted Resources, Global Approach, International Programs, *Natural Resources, *Resource Allocations, Resource Materials, World Affairs, *World Problems
Identifiers—*National High School Debate Resolutions (1975 76)

This packet of eleven microfiche contains resource materials concerning the 1975-76 National High School Debate issue, world resources. A substantial portion of these materials consist of publications from the Economic Research Service of the U.S. Department of Agriculture and discuss the world food situation, the world agricultural situation, and preferential trade arrangements of foreign countries. The United Nations World Food Conference and The World Population reports are also included. (LL)

ED 109 715 CS 501 084

Fleishman, Alfred Meyer, William D.
Troubled Talk.
Pub Date 73
Note—82p.

Available from—International Society for General Semantics, P.O. Box 2469, San Francisco, California 94126 (\$2.75 per copy)

Document Not Available from EDRS

Descriptors—Business Communication, *Communication (Thought Transfer), *Communication Problems, Communication Skills, Expressive Language, Intercommunication, Language Usage, Oral Communication, Receptive Language, *Semantics, Speech Habits
Identifiers—*General Semantics

The importance of human communication is the focus of this guide for improving language habits, which explores both various communication problems and techniques for handling them. Topics discussed are as follows: bad language habits; words as symbols which do not dictate the nature of things in the real world; inaccurate communication which conveys knowing "all" or the "truth" about something; misunderstanding and mislabeling; indexing and dating; the use of

indexing in the ghetto; the IFD formula—idealization leads to frustration and then to demoralization; communication in relation to business and leadership; and semantic irritations, including trivia. An appendix contains a list of books on general semantics and human communication, and a list of words (with meanings) which create problems and should be avoided. (JM)

ED 109 716 CS 501 085

Heath, Robert L.
Toward a Heuristic Theory of Values.
Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Science Research, *Behavior Theories, College Students, Communication (Thought Transfer), *Decision Making, *Values
Identifiers—*Heuristics

The theoretical model of values presented in this paper differs from the Rokeach model, which assumes that the hierarchic order among the values in each individual's system is relatively stable. The hypothesis of the value model presented here is that value priorities change consonantly with the perceived expectations of situations. To test this hypothesis, 200 undergraduates were divided into five groups. Each of the four test groups was provided with an imaginary situation in which the test takers were to place themselves while responding. The situations were as follows: a worker in a government agency assigned to suppress a protest movement, a member of a protest movement against the government, a person living in a state of peace and prosperity, or a person living under the threat of war by a foreign invader. The fifth group, the control group, was not provided with an imaginary situation. To measure the value systems, a modified version of Rokeach's value test, Form D, was used. Differences between the control group and the group in the situation of peace and prosperity were minimal. Marked differences occurred between the other groups. The results of the study suggest that individuals do reflect a decision-making process in which they reorder values according to priorities in preparing to cope and adjust within the situation. (MKM)

ED 109 717 CS 501 087

Barber, Richard J. And Others
Issues in Communication Planning for Hawaii.
Hawaii Research Center for Futures Study, Honolulu.

Pub Date 75
Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Communications, Communication Satellites, Delivery Systems, Information Networks, *Mass Media, Newspapers, Periodicals, Radio, *Statewide Planning, Telecommunication, Telephone Communications Industry, Television

Identifiers—*Hawaii

Focusing on the resources necessary to serve Hawaii's present and future communication needs, this paper considers both the problems and the possibilities for communications developments during the next 50 years. Specific topics covered in the paper include communication needs, resources and technology (telephone, radio, television, newspapers, periodicals, postal service, telegraph), policy (state, interisland, long distance, intercultural, research), and planning issues. A bibliography lists both specific and general references. (JM)

ED 109 718 CS 501 088

Stech, Ernest L.
Structural and Process Models of Human Communication Systems.

Pub Date Jan 75
Note—47p.; Paper presented at the 1975 Purdue Post Doctorate Honors Seminar

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Higher Education, Human Relations, *Literature Reviews, *Models, *Organizational Communication, Organizational Theories, *Research Methodology, *Systems Analysis

It is argued that the structural and process models of human communication systems can be derived from the same data, and that communication systems can be described in terms of certain basic parameters; these parameters, in turn, provide a taxonomy of system types. The applicable empirical research data is reviewed to make statements about the existing knowledge concerning the structural and process facets of systems in which human beings are the components. In summary, the research literature showed that the two most commonly used models for empirical studies are the component structural model (who communicates with whom) and the component state process model (what is said after what). Matrix methods, uncertainty statistics, and graph theory methods have been employed sparingly in the analysis of communication systems data. The author concludes that communication systems, however, are organized or structured in at least three different senses, as networks of components, as sequences of components, and as sequences of component states. (RB)

ED 109 719 CS 501 089

Scott, Michael

A Critique of Theoretical Contributions in Instructional Communication.

Pub Date 75

Note—14p.; Study prepared at West Virginia University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Analytical Criticism, Class Activities, *Classroom Games, *Communication (Thought Transfer), Creative Dramatics, Higher Education, *National Surveys, *Simulation, Teaching Methods

In "Theoretical Contributions in Instructional Communication," a survey was presented concerning the extent to which communication games are being used in communication classrooms. The survey sampled 293 Speech Communication Association members. An unequivocal or representative answer to the question, "Which types of games are utilized?" was impossible for two reasons. The authors arbitrarily limited the number and types of games available to the respondent on the questionnaire, and the games described for the respondents were so "semantically" rich that they may very well have elicited differential meaning from the respondents. However, the authors should be applauded for attempting the study, and a duplication of their effort is warranted. (RB)

ED 109 720 CS 501 090

Thomas, David A.

The Persuasion of Image Building and Presidential Campaigns.

Pub Date Apr 75

Note—10p.; Paper presented at the Meeting of the American Association for the Advancement of Science-Southwest and Rocky Mountain Division (Los Alamos, New Mexico, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Patterns, Communication (Thought Transfer), *Elections, Higher Education, *Persuasive Discourse, Political Attitudes, *Political Influences, Political Issues, Television Research, *Voting

Identifiers—*Presidential Campaign

In a presidential election campaign, any dimension of an image is important if it motivates the voters to favor or disfavor a candidate. Therefore, to study what motivates electoral behavior is one way to study the persuasion of image building in presidential campaigns. In this paper some of the research in presidential election campaigns is described, and some of the current thinking about electoral behavior is synthesized. The two aspects of presidential campaigns most closely analyzed are the effect of partisan loyalty and the influence of television on the behavior patterns of voters. Some of the questions raised and some of the areas for further research are described in the paper's conclusion. (RB)

ED 109 721 CS 501 091

Miller, Frank E.

A Critical Review of Linear Force Aggregation Theory.

Pub Date Apr 75

Note—25p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science/Southwest and Rocky Mountain Division (Los Alamos, New Mexico, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Attitudes, *Behavior, *Behavioral Science Research, *Communication (Thought Transfer), Literature Reviews, *Persuasive Discourse

The following characteristics of Woelfel and Haller's (1971) Linear Force Aggregation Theory (LFAT) recommend its use to persuasion researchers. It is primarily a descriptive theory that interrelates theoretical propositions with measurement techniques and thereby allows for the generation of precise predictions that can be falsified. Emphasis on description and prediction is the necessary and crucial first step in the formulation of an explanatory social theory; these have been consistently disregarded by previous theories of attitude change. The highly inferential and empirically unjustified assumption that attitudes cause behavior (or that behavior causes attitudes) under all situations is redefined in LFAT so that each is a function of the amount of information received about a particular topic. Redefining the attitude-behavior and/or behavior-attitude causality issue in this manner makes their approach a communication perspective on the development and change of attitudes. Thirdly, Woelfel and Haller take as axiomatic that significant others effect an individual's attitudinal structure and must be included in an adequate theory of attitude change. (Author/LL)

ED 109 722 CS 501 092

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1 - March 31, 1975.

Haskins Labs., New Haven, Conn.

Report No.—SR-41-(1975)

Pub Date Mar 75

Note—236p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Communication (Thought Transfer), Educational Research, Higher Education, Language Development, Listening Skills, *Research Methodology, *Speech, Speech Skills, Stuttering, *Theories, Vision

Identifiers—*Status Reports

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. "Preliminaries to a Theory of Action with Reference to Vision" attempts to describe how the contents of vision may relate to the process of action. "On the Relationship of Speech to Language" reviews several theories on the relationship between language and verbal communication and language and the mental functions. "Pitch in the Perception of Voicing States in Thai: Diachronic Implications" examines changes in stop consonant voicing in the Thai family of languages by seeking new information on acoustic cues in modern Thai. "A Combined Cinefluorographic-Electromyographic Study of the Tongue During the Production of /s/: Preliminary Observations" explores the interrelationships of muscle activity, tongue movement, and the resultant acoustic signal. And "The Stuttering Larynx: An EMG, Fiberoptic Study of Laryngeal Activity Accompanying the Moment of Stuttering" investigates the hypothesis that the most common cause of stuttering is the glottis. (RB)

ED 109 723 CS 501 093

Educational Radio. Information Bulletin 21-B.

Federal Communications Commission, Washington, D.C.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Agencies, *Broadcast Industry, *Educational Radio, Federal Government, *Government Role, United States History

Identifiers—*Federal Communications Commission, Regulatory Agencies

The term "Educational Radio" includes all radio stations licensed for noncommercial opera-

tion. A history of educational radio begins with the first domestic law for control of radio in general, The Radio Act of 1912. Federal Communication Commission (FCC) regulations pertaining to educational radio or "public radio" deal with channel assignments, state-wide plans, licensing requirements and service, and operator requirements. Other general topics of discussion are auxiliary and special broadcast services, procedures for applying for an FCC license, networks and other sources of broadcast service, financing of educational radio, organizations of public or educational broadcasters, and government agencies involved with educational radio. (MKM)

ED 109 724 CS 501 094

Bensman, Marvin R. Walker, Dennis

Sources of Broadcast Audio Programming.

Pub Date 75

Note—332p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—*Broadcast Industry, Instructional Materials, *Phonograph Records, *Radio, Resource Materials

Identifiers—*Discographies

This publication is the result of a search conducted for sources of recordings of old radio programs. Section 1 consists of an annotated list of broadcast programs available on commercial phonograph records. Section 2 consists of an annotated listing of associations concerned with the preservation of recorded broadcast material, organizations which sell programs, newsletters and publications by individuals who collect and trade old radio programs, and institutions which have collections which are available to some degree for research and teaching purposes. Section 3 is a computerized catalog of over 100 private collections which was devised to locate specific programs as well as to give some idea of the depth of the material available from such sources. (TS)

ED 109 725 CS 501 095

Carlson, Ruth Kearney

Speaking Aids Through the Grades.

Pub Date Mar 75

Note—87p.

Available from—Teachers College Press, Teachers College, Columbia University, Box 40, New York, New York 10027 (\$3.25 paper)

Document Not Available from EDRS

Descriptors—*Creative Dramatics, Drama, Elementary Secondary Education, Multisensory Learning, Oral Communication, Puppetry, *Speaking Activities, *Speech Instruction, Story Telling, *Teaching Guides, Teaching Methods

This book contains a selection of activities, techniques, and sources to be used by those who are concerned with oral communication experiences of children and youth. Chapter topics are as follows: (1) multi-sensory awareness: speaking and acting for kindergarten through third grade; (2) kinesics and drama for primary children; (3) imaginative speech starters for primary children; (4) puppetry, masks, and shadows for kindergarten through ninth grade; (5) storytelling for all grade levels; (6) speech activities for the intermediate grades; and (7) dramatic activities for grades four through six. (MKM)

ED 109 726 CS 501 096

Bochner, Arthur P.

Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings.

Pub Date 75

Note—32p.; Paper presented at the 1975 Purdue Post Doctoral Honors Seminar

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Communication (Thought Transfer), Family (Sociological Unit), *Family Counseling, *Family Relationship, *Intercommunication, *Psychiatric Services, Psychological Studies, Research Methodology, Therapy

At present, the interaction-oriented approach dominates psychiatric research and clinical practice in conjoint family therapy and also permeates much of the work in family and group sociology. This paper focuses on the communication variables which have been measured in family interaction therapy, the ways in which family interaction investigators have measured them, and some sig-

nificant weaknesses, both conceptual and methodological, in existing family communication research. A list of references is included. (JM)

ED 109 727 CS 501 097

Jain, Nemi C.

Present Status of the Communication Discipline in India.

Pub Date 74

Note—9p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Elementary Secondary Education, *Higher Education, *Language Arts, *Language Instruction, *Speech Curriculum, *Speech Education, *Speech Instruction

Identifiers—*India, Status Reports

An understanding of the present status of the teaching of communication in India is necessary to facilitate both the discipline's growth and the intercultural communication among scholars concerning communication education. Primary schools do not teach communication courses, and secondary schools include only a minimal amount of communication education, although both kinds of schools provide cocurricular and extracurricular communication activities. At the university level, there are no independent departments of communication or speech, but some communication topics are taught as part of other subjects or curricula, specifically agricultural extension or extension education journalism or mass communication. English and other Indian languages, and the teaching of languages. (JM)

ED 109 728 CS 501 098

Rogers, Donald P.

The Undergraduate Course in Organizational Communication: Rationale, Objectives, and Strategies.

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Course Objectives, *Curriculum Development, *Educational Philosophy, *Higher Education, *Organizational Communication, *Organizations (Groups), *Undergraduate Study

More courses in the relatively new area of organizational communication should be offered because the subject matter is transdisciplinary in scope, method, and application, and the area holds promise for contributing to the advancement of knowledge and the possible unification of the sciences. Such courses can explain the communication processes by which people organize themselves, instill an awareness of the importance of communication, and develop in students the abilities to set goals, seek opportunities, and solve problems. The four types of strategies for an undergraduate course in organizational communication are recruitment, instruction, curriculum, and placement. (JM)

ED 109 729 CS 501 099

Rogers, Donald P., Comp. And Others
Resources for Teachers of Organizational Communication.

Pub Date 75

Note—48p.; Prepared at the Department of Speech Communication, SUNY at Buffalo; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bibliographies, Books, *Communication (Thought Transfer), *Educational Resources, Films, Instructional Materials, Oral Communication, *Organizational Communication, *Organizational Effectiveness, Periodicals

The educational resources related to organizational communication listed in this document consist of the following: 12 texts and readers, 75 reference books, 17 publishers active in the field, 2 bibliographies, more than 300 articles, almost 200 journals, over 50 films (with annotations), 9 film distributors, and sources of simulations and games. (JM)

ED 109 730 CS 501 100

Rogers, Donald P.

Case Studies for Teaching Organizational Communication.

Pub Date 75

Note—22p.; Study prepared at the Department of Communication, SUNY at Buffalo; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Case Studies, *Communication (Thought Transfer), *Educational Research, *Group Dynamics, *Group Relations, *Oral Communication, *Organizational Communication, *Organizational Effectiveness, *Organizations (Groups), *Teaching Methods

The simulation of real world problems in an organizational communication classroom by presenting students with case material for analysis, investigation, and discussion has the advantages of being convenient and of allowing students to apply the facts, concepts, and techniques they have learned. This paper contains a variety of cases which provide occasions for observing the many factors involved in group operation, for example, need satisfaction, need frustration, defensiveness, political behavior, economic maneuvering, social interaction, rejection, alienation, pressure, power, and status effects. Five cases are described for each of the three categories of social groups, economic groups, and political groups. (JM)

ED 109 731 CS 501 101

Hobgood, Burnet M. And Others

The Dramatic Arts Today: An Introduction to Theatre Study.

Pub Date 75

Note—4p.; Outline presented at the 1975 American Theatre Association Annual Convention

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Class Activities, *Course Content, *Course Descriptions, *Curriculum Guides, *Drama, *Dramatics, *Higher Education, *Theater Arts

This course outline designed for beginning theater students includes a statement of the premise and the assumption behind the course, the task to be accomplished, and the method to be used. The activities include a review of theater practice, a study of modern drama, and studio projects. (LL)

EA

ED 109 732 EA 006 916

Boughner, Wesley And Others

Development of a Model for Planning an Educational Facility. [A] Practicum Report.

Pub Date 8 Jan 75

Note—187p.; Submitted in partial fulfillment of Doctor of Education, Nova University (Florida). Best copy available

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Bond Issues, *Construction Programs, *Educational Facilities, *Educational Specifications, *Elementary Secondary Education, *Facility Guidelines, *Facility Planning, *Models, *Practicums, *Program Administration, *Program Development

This publication is composed of two separate entities: a relatively brief manuscript entitled "Development of a Model for Planning an Educational Facility" and a much more lengthy Mid-Practicum Report that describes the implementation of the plans outlined in the first manuscript. Each of the three authors wrote one section of the first manuscript and then implemented that plan in his school district. All authors then participated in writing the final Mid-Practicum Report, based on the experience of their development and implementation efforts. The object of the practicum was to develop a comprehensive plan for the planning and construction of educational facilities. Each chapter of the Mid-Practicum Report focuses on a different aspect of the facility planning process, including such steps as developing educational specifications for a facility, retaining an architect, selecting a site, planning and administering a bond issue, and awarding construction contracts. (JG)

ED 109 733 95 EA 007 321

The 1971 Consolidated Program Information Report—A Pilot Study of State Survey Practices. Final Report.

RMC Research Corp., Los Altos, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-305

Pub Date 24 Jul 74

Contract—OEC-0-72-5238

Note—205p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Data Collection, *Error Patterns, *Federal Programs, *Federal State Relationship, *Measurement Instruments, *Pilot Projects, *Questionnaires, *Research Methodology, *State Surveys, *Statistical Analysis, *Validity

Identifiers—*Consolidated Program Information Report, CPIR

Results are presented of an onsite review of data gathered in 1971 by the Consolidated Program Information Report (CPIR), a survey instrument designed to fill the data needs of the Office of Education and state education agencies in relation to federally funded elementary and secondary education programs. This validation and error analysis of CPIR data was undertaken to examine the existence of both systematic and random errors in data reported on the CPIR forms; to suggest changes in procedures, forms, concepts, and instructions; and to identify the needs for further research in validity study areas. In the beginning sections of the study the methodology is described, and the analysis of the case study materials that were collected during site visits is presented, including a discussion of commonalities and trends across local education agencies (LEAs) and states. Chapter 4 presents an analysis of the discrepancies found between the data collected in the study and those originally submitted by the LEA. Chapter 5 contains a series of recommendations for changes in the CPIR instruments, procedures, and instructions. The reasons for the recommendations are documented and the impact on the CPIR data-collection effort is discussed both in terms of ease of collection and data accuracy. (Author/MLF)

ED 109 734 EA 007 322

School Budget Seminars.

New York State School Boards Association, Albany.

Pub Date 75

Note—43p.; A compilation of the presentations made at the seminars held in January and February 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bids, *Boards of Education, *Budgeting, *Budgets, *Educational Finance, *Educational Planning, *Elementary Secondary Education, *Expenditures, *Money Management, *Purchasing, *School Accounting, *Superintendents

Identifiers—*New York

This report is a compilation of the presentations made at three New York State School Boards Association seminars on school budgets. The programs consisted of presentations on the relationship of the school district's program to the budget and to budget development, timetable, control, and presentation, as well as to other considerations such as reserve funds, budget transfers, internal auditing, and contingency budgets. (IRT)

ED 109 735 95 EA 007 323

King, Irene A. Barr, Richard

Bond Sales for Public School Purposes 1973-74.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-151

Pub Date 75

Note—25p.; A related document is ED 098 683 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bond Issues, *Capital Outlay (for Fixed Assets), *Elementary Secondary Education, *Interest, *Statistical Data

In 1974, approval of public school bond issues, averaging 56.2 percent of the dollar value and 53.0 percent of the number of issues voted on, reflected a decrease of 2.8 percent in dollar value

and an increase of 8.3 percent in number of issues over the year before. These changes are the more significant in light of the downward trend of recent years. Since 1968 (when 67.6 percent of proposed bond issues were approved), approvals have declined, falling to lows of 46.7 and 47.0 percent during 1971 and 1972. In 1974 only seven states accounted for approximately \$1.3 billion of the \$2.2 billion approved value. Although approvals remained down, the \$3.0 billion in reported bond sales was an increase of \$50 million over the \$2.9 billion of fiscal year 1973. The 1974 average net interest cost for all bonds of 5.35 percent was up 44 basis points from the 1973 average of 4.91 percent, indicating an increase in public school borrowing costs. The 6.49 percent monthly average net interest cost recorded for June 1974 was the highest since the 6.68 percent reported for June 1970. The number of bond sales has decreased over the past decade. (Author)

ED 109 736 EA 007 324

Jung, Charles C.
Training Materials and Trainers for Organizational Development in Education.
Pub Date Mar 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975); Diagram IV may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Sciences, Change Agents, Change Strategies, Conflict Resolution, Educational Change, *Instructional Materials, *Interpersonal Competence, *Organizational Development, Problem Solving, Systems Approach, *Teacher Improvement, Trainers, *Training

This paper was presented at a symposium bringing together persons with experience and expertise associated with organizational development in schools. The Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory has been developing 15 sets of training materials to be used in organizational improvement strategies with public schools. A description is presented of (1) some needs apparent in the mid-1960s that generated the efforts to create these training materials and to support training of trainers, (2) the issues at that time that needed answers, (3) a number of actions that have been taken, (4) answers that have been found for some of the issues, and (5) suggestions for work that is yet to be done. (Author/MLF)

ED 109 737 EA 007 325

Lutz, Frank W., Ed. Ramsey, Margaret A., Ed.
Problems in Training and Utilizing Urban Education Leadership.
Pub Date 75

Note—46p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrator Education, *Administrator Selection, City Problems, Elementary Secondary Education, Higher Education, *Leadership Training, Minority Groups, *Urban Education, Urban Schools

The positions expressed reflect several perspectives on the university-urban district cooperative leadership program carried out by Pennsylvania State University and the Philadelphia school district. The statements are made by students now holding positions as high school assistant principal, elementary principal, elementary assistant principal, administrative assistant to the district superintendent, and special program director. In addition, views of the program are expressed by a person who left the district and later returned, a person who returned and later left, the central offices director of staff leadership, the university program codirectors, and a district superintendent who worked with many of the students while they were interns. All agree on the overall success of the program. There are problems, however: there was a lack of organizational commitment; the program rested on the individual commitments of a few individuals in each organization; and the program did not prepare persons to solve specific problems. (Author/IRT)

ED 109 738 EA 007 326
Digest of Federal Laws: Equal Rights for Women in Education. Report No. 61.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-61

Pub Date Mar 75

Note—44p.; From the Equal Rights for Women in Education Project

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Free)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Civil Rights, *Education, *Equal Opportunities (Jobs), *Federal Legislation, *Females, Feminism, *Sex Discrimination

This booklet is the result of an analysis of the federal statutory scheme dealing with equal rights for women in education, as well as a preliminary analysis of areas of concern not covered by federal regulations. The analysis probes the extensive detail of the federal statutory framework, especially the interpretive materials. It synthesizes and distills the various federal materials into one coherent topical outline of comprehensive scope that indicates the substantive areas of coverage of the federal materials, with citations showing the areas in which elements of the federal scheme overlap. Additions are included that are derived from actual or proposed official actions in some of the states or from suggestions contained in publications of women's groups or state commissions concerned with sex discrimination. (Author/MLF)

ED 109 739 EA 007 327

Barber, Larry W.

The Use of Unobtrusive Indices To Puhate Community Feelings.

Pub Date Apr 75

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Census Figures, *Community Attitudes, *Data Bases, *Decision Making, Information Sources, *Measurement Techniques, *School Community Cooperation, Student Attitudes, Student Behavior

This paper points out three data systems built and monitored by a school system in an effort to increase the frequency of correct decisions. The first was the traditional student demographic data system on attendance, dropouts, vandalism, and other information, filed by sex, age, grade, race, and school. In addition, data were collected on failure rate and mobility by school and grade. The second was an attitudinal data system gathered partly from surveys and partly from general information. The third was an attempt to develop a data system that gathered data considered to be political and/or attitudinal. These data systems are credited for allowing many people in the school system to monitor relationships between programs, teachers' and administrators' actions, and later student behavior. (Author/MLF)

ED 109 740 EA 007 328

Birch, Jack W. Johnstone, B. Kenneth

Mainstreaming—A New Public Policy in Education.

Pub Date Feb 75

Note—11p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Court Litigation, *Educational Policy, Elementary Secondary Education, Equal Education, Exceptional Students, *Handicapped Students, *Normalization (Handicapped), *School Buildings, *Special Education

Identifiers—*Mainstreaming

The greatest challenge in education today is ensuring that all schools are as readily and fully accessible to handicapped children as to the non-handicapped. From every standpoint, whether that of human rights, economic efficiency, educa-

tional effectiveness, or social desirability, the national interest is to serve handicapped children equally with all others. Putting this concept into practice means turning away from the traditional segregation of the handicapped. Mainstreaming—progressively including and maintaining handicapped pupils in regular classes while providing top quality special education for them—has emerged as a key concept in the treatment of the handicapped. Under mainstreaming, the handicapped pupils are the responsibility of regular class teachers who are provided with the support and consultation of special educators. Mainstreaming has emerged for a number of reasons—the labeling of children has been rejected, technical and scientific progress has improved instructional apparatus, educators have become aware of the cost of transporting special education students to their own schools, and the courts have ordered changes in the treatment of the handicapped. (Author/IRT)

ED 109 741 EA 007 329

Enos, Donald F.

Supervision: Who's Responsible or The Law and The Irresponsible Somebody.

Pub Date Mar 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Accidents, Court Litigation, Elementary Secondary Education, *Injuries, Laboratory Safety, Legal Problems, *Legal Responsibility, *School Law, *School Safety, *School Supervision, Supervisory Activities

Identifiers—*Tort Liability

When considering the tort liability of school districts or their employees for injuries suffered by students, the court basically mentions two separate problems: first, whether under the facts of the case any duty of supervision was owed to the injured person; second, whether such duty, if owed, was reasonable and was satisfactorily conducted by the supervisory personnel. These basic statements are enlarged upon in connection with chemistry, shop, and manual or vocational training classes where the supervisory duty of school personnel is generally described as that of a reasonable or prudent person. Therefore, the level of caution or alertness required of the teacher or the employee is commensurate with the degree of danger inherent in the particular situation. The standard of care requires that the school district and its employees anticipate a wide range of dangerous acts and conditions that could expose the student to an unreasonable risk of harm. As a result, the "ordinary care" employed by a school district and its employees when supervising students must be "extreme care." (Author)

ED 109 742 EA 007 330

Moody, James

Open Enrollment: A Study in Revealed Preferences for Educational Outcomes in a Big City School System.

California Univ., Berkeley.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date Apr 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Class Size, *Decision Making, Distance, *High School Students, Mathematics, Models, *Multiple Regression Analysis, *Open Enrollment, *Parent School Relationship, Racial Composition, Secondary Education, Teacher Qualifications, Test Results, Transfer Students

Identifiers—Childhood and Government Project

This paper examines consumer education choices over variables affecting the quality and the costs of differing educational outcomes. For ten years, the city of Milwaukee, Wisconsin, has pursued a policy of open enrollment. Transfer figures for the 1974-75 school year at the city's 15 high schools are analyzed according to schoolwide racial data, street mile distances, percent of black students in each school, average class size, percent of teachers having M.A. degrees, and tenth-grade math scores. A separate regression was run for each school, with the percentage of students transferring as the dependent variable and the

five selected characteristics of the other schools as independent variables. The following tentative conclusions emerge: (1) it is appropriate to conceive of a school system as a market; (2) families do take distance costs into account in making educational purchases, but less than they do benefits from such school attributes as student test scores; and (3) no strong support for racial prejudice controlling educational purchases of either race could be found. (Author/IRT)

ED 109 743 EA 007 331
Blount, Gall, Comp.

Collective Bargaining in Canadian Education. An Annotated Bibliography. OISE Bibliography Series No. 1.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 75

Note—38p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.25)

Document Not Available from EDRS

Descriptors—*Annotated Bibliographies, *Collective Bargaining, Elementary Secondary Education, Higher Education, *Labor Legislation, State Legislation, *Teacher Associations, *Teacher Militancy
Identifiers—*Canada

This annotated bibliography presents broad coverage of past, current, and future developments in collective bargaining as it relates to Canadian education. The entries should prove of interest to teachers and administrators who are seeking background information or approaches to more effective negotiations. The literature search concentrates on the last five years, but some relevant material dates back to the early 1960s. References to sources on labor relations and collective bargaining in general have been omitted, with the exception of three entries relating to the professional employee. Legislative sources pertaining to collective bargaining in postsecondary education have also been excluded. For those desiring materials that reflect the American as well as the Canadian scene, the bibliographies listed in the final section may be of interest. The eight sections cover collective bargaining and the professional employee, provincial teachers' associations, the rise of teacher militancy in Canada, collective bargaining in Canadian elementary and secondary education, collective bargaining in provincial elementary and secondary education, provincial legislation related to collective bargaining in elementary and secondary education, collective bargaining in Canadian postsecondary education, and bibliographies on collective bargaining in American and Canadian elementary, secondary, and postsecondary education. (Author/IRT)

ED 109 744 EA 007 332
Maas, John M.

Better Urban-Suburban Relationships.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*City Problems, Elementary Secondary Education, Equal Education, *Metropolitan Areas, Regional Cooperation, Suburban Environment, *Suburban Problems, *Suburban Schools, Superintendents, *Urban Education, Urban Environment

Suburban school districts located immediately adjacent to large cities are now facing some of the same problems that larger urban centers have been facing for a long time. Although their problems are similar, there is little cooperation between urban and suburban districts. The critical areas blocking working relationships can be identified in three groupings: social equity problems, governance and local control, and lack of problem identification. The steps being taken to meet these problems are mostly informal and voluntary. There are, however, mutual grounds on which to cooperate: most superintendents agree that social equity is a common responsibility; both urban and suburban leaders want a good quality of life for their community; and, most urban and suburban superintendents can agree on the finances necessary to achieve these goals, although they often don't agree on who should receive them. Metropolitanwide planning in

which there is compulsory participation by all education units would be a giant step toward creating an understanding of common problems, better anticipating the effects or impacts of mutual problems, and developing alternatives for achieving desired goals. (Author/IRT)

ED 109 745 EA 007 333
Sandow, Stuart, Ed. Apher, Wesley, Ed.

The Politics of Education: Challenges to State Board Leadership.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 75

Note—94p.

Available from—Phi Delta Kappa, Eighth and Union, Bloomington, Indiana 47401 (\$3.50)

Document Not Available from EDRS

Descriptors—*Citizen Participation, Civil Rights, Elementary Secondary Education, *Governance, Parent Associations, Parent Participation, Parent School Relationship, Political Influences, Political Power, Racial Integration, *School Industry Relationship, *State Boards of Education, *State School District Relationship, States Powers, Teacher Militancy

This book is composed of six separate but interrelated chapters. The first presents a historical view of education through an exposition of four propositions: (1) success produces problems, (2) historically, people have supported schools because it was in their self-interest, (3) the schools' success and the serving of the public's self-interest has liquidated the values that allowed the public to support education, and, (4) the search for new goals must and will lead directly to a search for the changing basis of self-interest that will cause the public to continue to support education. The second chapter details two cases of the moment—busing and teacher strikes. The third points out that people generally have come to look for and listen to the specialist and have downplayed or ignored the citizen. The fourth describes the concern of business with the schools, stressing the views of those who must absorb the products of the schools. The fifth explains that if there ever was a separation of politics and education, that separation is over, particularly on the state level. The last chapter deals with a series of action alternatives for the consideration of state boards of education. (Author/IRT)

ED 109 746 EA 007 334
Silver, Paula F.

Administrator Preparation Programs as Knowledge Utilizers.

Pub Date 2 Apr 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Education, *Educational Programs, Educational Research, Higher Education, *Program Effectiveness, *Research Utilization

A review of the literature reveals that the knowledge professors of educational administration disseminate is not used in administrator preparation programs. This holds true both in the design of programs and in the use of specific methodologies in the management of the programs. The implementation of a range of management technologies, preferably by students within the programs, is one means of increasing the use of research knowledge in training programs. This would also increase program efficiency, enhance professor sensitivity, and enrich student experience. Empirical studies could provide the foundation for research about program effectiveness. Both school systems and departments of educational administration, as human systems, are appropriate subjects for the application of behavioral science approaches, and, to the extent that similar variables are inherent in both school systems and departments of educational administration, the discovery of similar variables by means of behavioral science approaches may ultimately facilitate the transfer of learning across system boundaries. It seems likely that the programs that make optimal use of knowledge will be the most successful. (Author/IRT)

ED 109 747

Teeples, Ronald K.

The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.

Claremont Univ. Center, Calif.

Pub Date Jul 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, Fiscal Capacity, Full State Funding, School Taxes, *State Aid, Tax Rates

Identifiers—*Serrano vs Priest

The Serrano decision has caused policy makers in California to search for departures from the current system of public school finance. Citizen and legislative evaluation of alternative finance systems is being confused by the employment of diverse interpretations of Serrano. Although the Court's decision may appear to indicate clear-cut methods of repair, a careful analysis of criteria implied by reform proposals and the logic of Serrano reveal substantial divergences. The Serrano criteria prohibit most proposals currently being promoted—expanded supplemental aid schemes and system neutrality alternatives are clearly misguided reform attempts; full state funding, coordinated tax base sharing, and proportional power equalizing seem to be acceptable, with coordinated tax base sharing being the best alternative. There is, however, an internal conflict in the Serrano logic. Insofar as local district control is maintained over choice of property tax rates, and property assessed evaluation is retained as a major source of revenue, the portion of Serrano calling for a family's cost of education to be independent of the wealth located in the district in which the family resides cannot be met. (Author/IRT)

ED 109 748

Bank, Adrienne

The Planning of Practice: Who Does What To Whom?

Pub Date Apr 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Autoinstructional Aids, *Autoinstructional Programs, Decision Making, Elementary Education, Guides, Models, *Program Administration, *Program Evaluation, *Program Planning

Because there appears to be a need for the facilitation of planning in elementary schools, the Center for the Study of Evaluation has established programs to provide for people in schools the knowledge and skills they need to do local program planning and evaluation. One of these programs is the self-instructional, self-contained Program Planning Kit. The kit does not contain program or evaluation plans, rather it provides step-by-step procedures for school staffs to use when planning educational programs and their evaluation. The kit contains materials for people filling the roles of planning coordinator, planning team member, and evaluation planner. Two major sources of difficulty in using the kit arose during its field testing: one was concerned with the field test situation; one had to do with the difficulties of doing program planning in the schools as they are currently organized. The former problem is readily solved, the latter is not. Only by rethinking how teachers' and principals' time can be most profitably spent and by making planning time available to them can the idea of program planning on the local level be given an adequate trial. (Author/IRT)

ED 109 749

88

EA 007 337

Oregon Graduation Requirements: Guidelines for Planned Course Statements.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—52p.; A related document is EA 007 338
Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Course Descriptions, *Course Objectives, *Graduation Requirements, *Guidelines, *Performance Based Education, Secondary Education, State Programs
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Oregon, *Planned Courses, Planned Course Statements, Survival Competencies

These guidelines and sample materials have been developed in response to requests from teachers, curriculum planners, and administrators throughout the state for clarification and modification of Oregon Graduation Requirements, Administrative Guidelines (Section 1), which was published in September 1973. The purpose of these guidelines is to describe the evidence that is required to demonstrate that all courses offering units of credit toward graduation are planned courses, and to provide appropriate models and samples of planned course statements. A planned course is evidenced by a written statement including, but not limited to, the following: course title; course overview; course goals to be achieved in terms of skills, knowledge, and values; and, where appropriate, minimum survival competencies. (Author)

ED 109 750 88 EA 007 338

Oregon Graduation Requirements: Guidelines for Record Keeping Procedures and Sample Forms.
 Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—34p.; A related document is EA 007 337 Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Graduation Requirements, *Guidelines, *Performance Based Education, *Recordkeeping, Records (Forms), Secondary Education, State Programs, *Student Records
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Oregon, Survival Competencies

These guidelines and sample forms for record keeping are intended to serve as a supplement to Oregon Graduation Requirements, Administrative Guidelines (Section 1), which was published in September 1973. The purposes of the guidelines and sample forms are to outline various record-keeping procedures and to provide sample forms that districts may adopt or adapt when implementing the new graduation requirements. The options presented in the guide give districts the flexibility to develop record-keeping procedures consistent with district needs, preferences, and resources. The district's record-keeping plan should assure that the necessary information regarding credits earned, competencies completed, and attendance requirements met by each student is readily available when needed. The district may continue its existing procedures for recording credits earned and attendance requirements met by students. The task remaining is to supplement those procedures with a means to record the third component of the minimum graduation requirements: minimum survival level competencies. (Author)

ED 109 751 EA 007 339

Kindergarten Handbook.

Oregon State Dept. of Education, Salem.

Pub Date 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Guides, Early Childhood Education, *Educational Administration, Educational Strategies, *Kindergarten, *Program Planning, School Law, *State Legislation
 This handbook was assembled by the Oregon State Department of Education to assist local school districts in planning and administering kindergarten programs. It consists of a brief introduction and two major sections. Section 1 discusses the legal framework for implementation of kindergartens; section 2 contains suggestions and resources for planning kindergarten programs. Section 2 is not a complete curriculum design, but rather is intended to stimulate districts to develop their own programs, responsive to their particular needs. (Author/JG)

ED 109 752 EA 007 340

Grievance Procedure: Suggested Personnel Policy Guidelines for School Districts.

Oregon State Board of Education, Salem.

Pub Date 74

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Policy, *Administrator Guides, Board of Education Policy, *Conflict Resolution, Definitions, Elementary Secondary Education, *Grievance Procedures, *Models, *Personnel Policy, Teacher Administrator Relationship

This publication is intended to provide school districts with a base from which they can develop their own written policies on grievance procedures. The guidelines consolidate various ideas contained in the grievance policies of school districts throughout Oregon and the United States. Much of the booklet consists of a model grievance policy for a school district. The model includes a detailed description of grievance procedures and a corresponding flow chart illustrating the progression of a complaint through the various levels of the grievance procedure. (JG)

ED 109 753 EA 007 341

Elementary-Secondary Guide for Oregon Schools.

Pre-Publication Draft.

Oregon State Dept. of Education, Salem.

Pub Date May 75

Note—196p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Academic Achievement, Elementary Secondary Education, Graduation Requirements, *Instructional Programs, Performance Based Education, *Performance Criteria, *State Departments of Education, *State Standards

Identifiers—Indicators of Quality, *Oregon

This publication provides information about the education program requirements of the state board of education and the state statutes, together with suggested school district guidelines. Its three major purposes are to present the revised Minimum Standards for Public Schools adopted by the board in December of 1974, to specify criteria used to determine compliance with the standards, and to briefly describe characteristics of quality in instructional programs. While the new standards continue to reflect a need for beneficial teaching and learning conditions, for the purposes of standardization such conditions are largely relegated to secondary, supportive roles. With the emphasis shifted to educational management processes, the revised standards mark a transitional step in orientation—away from management input and toward processes focused on student learning outcomes. (Author/IRT)

ED 109 754 EA 007 342

Personal Finance Education Guide for Planning

Secondary School Programs, Second Edition.

Oregon State Dept. of Education, Salem.

Pub Date 72

Note—80p.

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.W., Salem, Oregon 97310 (\$2.00)

Document Not Available from EDRS

Descriptors—*Consumer Economics, *Consumer Education, Credit (Finance), Economic Education, Home Management, *Money Management, *Performance Criteria, Secondary Education, *State Curriculum Guides

Identifiers—*Oregon, Performance Indicators, Survival Competencies

This guide has been developed to help teachers plan programs that meet both individual and common needs of all students in personal finance education. It defines the skills and knowledge necessary to function as an intelligent consumer in our complex and rapidly changing economic order. The guide has been developed around five basic concepts: employment and income, money management, credit, purchase of goods and services, and rights and responsibilities in the marketplace. Comprehensive data on purchasing specific goods and services are deliberately excluded because such materials become quickly outdated. Instead, an effort has been made to correlate the economic, social, and physical factors crucial to development of consumer skills,

knowledge, and attitudes. Program goals, performance indicators, suggested learning experiences, and evaluation techniques have been closely correlated with the taxonomy, or program content. Minimum competencies were determined by consensus of the teachers, students, parents, and the business community members involved in pilot test programs. Assessment of students during the past two years has provided further validation of these competencies. (Author)

ED 109 755 95 EA 007 343

Toward Competency: A Guide for Individualized Instruction. Teacher Edition.

Oregon State Dept. of Education, Salem. Special Education Section.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—324p.; A related document is EA 007 344; Based on proceedings of the Special Study Institutes (Summer 1972 and 1973)

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, Elementary Secondary Education, *Handicapped Children, Individual Instruction, *Individualized Instruction, *Performance Based Education, *Performance Criteria, *Special Education, Student Evaluation, Student Records, Teaching Guides

Identifiers—*Oregon

The philosophy underlying this guide is that the teaching of special education students is most appropriately accomplished through a systematic approach to individualized instruction. The first step should be to determine student needs. Instructional goals for each student should then be clearly defined and behaviorally stated. Effectiveness of instruction should be determined by measuring student achievement of specified goals. The guide focuses on major goals and subgoals that comprise hierarchies of skills concentrated in six major curriculum areas: (1) basic skills, (2) personal and social awareness, (3) living in the environment, (4) career education, (5) human ecology, and (6) leisure time activities. Within each of the six curriculum areas, the subject matter is organized into sections by topics. These curriculum sections comprise an educational framework designed to carry the instruction of the student from first grade through high school. The guide does not list resource units, methods of instruction, or materials. It is assumed the teacher will develop units of instruction that include methods and materials appropriate for the attainment of selected subgoals. A criterion measurement statement specifies the performance requirements to be met before a subgoal can be considered learned. (Author)

ED 109 756 95 EA 007 344

Toward Competency: A Guide for Individualized Instruction. Student Edition.

Oregon State Dept. of Education, Salem. Special Education Section.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—157p.; A related document is EA 007 343; Based on proceedings of the Special Study Institutes (Summer 1972 and 1973)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, Elementary Secondary Education, *Handicapped Children, *Individual Instruction, Individualized Instruction, Performance Based Education, Performance Criteria, *Special Education, *Student Evaluation, *Student Records

Identifiers—*Oregon

This is the student edition of EA 007 343. It provides the student with a detailed record of his educational progress. (Author/IRT)

ED 109 757 EA 007 345

Yeomans, Edward

Schools Talk to Parents About the Integrated Day.
 National Association of Independent Schools, Boston, Mass.

Pub Date Oct 71

Note—86p.; Photographs may reproduce poorly Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$1.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Change Strategies, *Communication Skills, *Educational Innovation, Elementary Education, *Information Dissemination, Integrated Activities, *Integrated Curriculum, *Parent School Relationship, Private Schools

This booklet presents a collection of statements prepared by five different independent schools to inform parents about their school's plans for adopting the Integrated Day approach. Although each of the exemplary schools used a different approach to communicate with parents, all of the schools attempted to anticipate parents' questions and to fully explain the planned innovation before major changes were made. (JG)

ED 109 758 88 EA 007 346

Choi, Susan, Comp. *Cornish, Richard, Ed.*
Selected References in Educational Planning. Part 2: A Supplement. Research Report No. 21(A). Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-S0010SW

Pub Date Jun 75

Grant—OEG-9-72-0063(290)

Note—12p.; A related document is ED 100 050 Available from—Project Simu School, Santa Clara County Component, 100 Skyport Drive, San Jose, California 95110 (Single copy free)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, *Educational Administration, *Educational Planning, Elementary Secondary Education, *Publications, *Reference Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Simu School

This selected bibliography is intended to serve as a supplement to a previous bibliography listing publications suggested for inclusion in a library on educational planning. The additional citations presented in this volume were suggested by readers of the earlier bibliography. Only publications currently available for acquisition have been included. All entries are listed alphabetically by author's name. (JG)

ED 109 759 95 EA 007 347

Skyline Wide Educational Plan (SWEP) Planning Project. Combined Quarterly Report No. 4 (April 1 to June 30, 1974) and Final Report (July, 1973 to August, 1974). Volume 1.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—200p.; Related documents are EA 007 348-349

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Community Role, Curriculum Development, *Educational Change, *Educational Objectives, *Educational Planning, *Futures (of Society), *Models, Prediction, Secondary Education, Simulation

Identifiers—*Delphi Technique, Texas

The mission of Project SWEP (Skyline Wide Educational Plan) was to conceptualize the secondary school of the years 1980-2000 and to develop a viable working model of such schooling. The staff first sought a comprehensive description of the society of the 1980s and beyond, with emphasis on how education might be impacted by various facets of that future society. From this description of society, a graphic model of future schooling evolved. This SWEP model was then applied to the creation of a hypothetical secondary school serving the needs of special students within the Dallas-Fort Worth metropolis. This application provided a test of the model's logic, of its planning specifications, and of its possible utility as a guide for future planners within the metropolis as well as across the nation. This application of the model to an imaginary schooling site was assigned the acronym SWEP-H and was envisioned as having characteristics related to such areas as learning environments, instructional techniques and programs, student choices, scheduling systems, societal changes, staff participation, staffing arrangements, and continuous learning. (Author/IRT)

ED 109 760 95 EA 007 348

Burns, Robert J.

Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Educational Goals for the Future (1980's). SWEP Evaluation Report No. 2.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Report No—SWEP-R-2

Pub Date Aug 74

Note—120p.; Related documents are EA 007 347-349

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Educational Planning, *Futures (of Society), *Models, Prediction, *Research Methodology, Secondary Education, Simulation, Statistical Analysis, *Statistical Data, Tables (Data)

Identifiers—*Delphi Technique, Texas

The major purpose of this evaluation report is to scrutinize the Skyline Wide Educational Plan (SWEP) research methods and analytical schemes and to communicate the project's constituency priorities relative to the educational programs and processes of the future. A Delphi technique was used as the primary mechanism for gathering and scrutinizing information. The educational experiences the project's constituency considered highest in priority and required for all students clustered in the general content areas of basic skills (communication and computation), career development, citizenship, health and recreation, and ethics. Rated relatively lower were certain areas of communication, computation, foreign languages, science, computer technology, world government, ethics, aesthetics, career development, health and recreation, and life management. An extensive appendix reflects technical details and data of the research efforts. Areas covered in the appendix include metropolis student population data, metropolis manpower needs, facility considerations, site considerations, analyses of the future of society, project finances, and project evaluation. (Author/IRT)

ED 109 761 95 EA 007 349

Burns, Robert J. Allan, Mary Ann

Skyline Wide Educational Plan. Final Evaluation Report 1973-1974.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Report No—SWEP-R-74-300

Pub Date Sep 74

Note—114p.; Related documents are EA 007 347-349

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Educational Objectives, *Educational Planning, Evaluation Criteria, Futures (of Society), *Models, Prediction, *Program Evaluation, *Research Methodology, Secondary Education, Simulation

Identifiers—Delphi Technique, Texas

The purposes of this terminal evaluation report are to determine the extent to which the major goals of the Skyline Wide Educational Plan (SWEP) project were achieved, to evaluate the utility of the products of SWEP studies, and to communicate the results to appropriate audiences. Information relative to four major project components is presented; these four components embrace the five major goals of the program (the last two objectives were considered together). The objectives were to formulate a plausible description of the society of the future (1980's and beyond) and to identify the most likely educational implications of that future; to determine constituency priorities relative to the educational programs and processes of the proposed system; to create a general model that could be used as a resource for developing programs in defined systems; to study staffing patterns and new instructional modes so as to ensure delivery of SWEP's educational programs; and to study futuristic educational facilities designs. The report includes evaluations of these objectives, auditor critiques of the first two objectives, con-

clusions and delimitations of the study, and an extensive appendix containing program instruments. (Author/IRT)

ED 109 762 88 EA 007 350

Gatts, William D. Dunklau, M. William

Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—RR-75-616

Pub Date Feb 75

Note—42p.; Related documents are EA 007 350-354

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Data Analysis, Educational Administration, Elementary Secondary Education, *Enrollment Projections, *Facility Requirements, Management Systems, *Personnel Needs, *Program Guides

Identifiers—Elementary Secondary Education Act Title III, *Enrollment and Facilities Projection Program, ESEA Title III, Project SIMU School

This booklet describes the Enrollment and Facilities Projection Program, a computer program package developed as one part of a family of educational management systems. The program consists of three parts, including a means of projecting enrollment, a means of converting enrollment to teacher and facilities requirements, and a means of reporting the projections. The booklet is organized into two sections—a general description and a user's guide. A detailed outline of dialogue and operational flow is contained in the user's guide. Numerous examples of data reports that can be produced using the program are presented throughout the booklet. (JG)

ED 109 763 88 EA 007 351

Davis, John D., III Dunklau, M. William

Faculty Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—RR-75-617

Pub Date Feb 75

Note—80p.; Related documents are EA 007 350-354

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Data Analysis, Educational Administration, Elementary Secondary Education, *Management Systems, *Personnel Needs, *Program Guides, Teacher Characteristics, *Teacher Employment, Teacher Salaries

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Faculty Projection Program, Project SIMU School

This booklet describes the Faculty Projection Program, a computer program package developed as part of a family of educational management systems. The program predicts the number and cost of teachers starting, terminating, remaining, and needed each year. Teachers may be grouped by one or more variables such as race, sex, salary group, subject area, or professional status. The program can project teacher requirements for up to nine years into the future. The booklet is organized into two sections—a brief general description and a much more lengthy user's guide providing a detailed explanation of how to use the program. A sample printout for the program is included in the appendix. (Author/JG)

ED 109 764 88 EA 007 352

Adkinson, William Dane Bishop, Terry L.

Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—RR-75-618

Pub Date Feb 75

Note—225p.; Related documents are EA 007 350-354

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Data Analysis, Educational Administration, *Educational Finance, Elementary Secondary Education, Financial Needs, *Management Systems, Personnel Needs, *Program Guides, Salaries, *School Accounting

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Financial Projection Program, Project SIMU School

This booklet describes the Financial Projection Program, a computer program package developed as one part of a family of educational management systems. The program projects personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, and related financial data. Its purpose is to produce a projected budget and an overall financial analysis of medium-sized or large school districts. The booklet is organized into two sections—a general description and a lengthy user's guide, which follows the sequential order of program execution. In addition to a generalized flow chart of the complete system, the user's guide presents a flow chart of each major subprogram as it occurs in the sequential presentation. (Author/JG)

ED 109 765 88 EA 007 353

Cronshy, Raymond W. Dunklau, M. William. Registration Management System: General Description and Users Guide. Project SIMU-School: Dallas Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-75-619

Pub Date Mar 75

Note—67p.; Related documents are EA 007 350-354

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Data Analysis, Data Collection, Educational Administration, Elementary Secondary Education, *Management Systems, *On Line Systems, *Program Guides, *Student Enrollment, Time Sharing

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School, *Registration Management System

This booklet describes the Registration Management System, an online computer system developed as one part of a family of educational management systems. The system promotes the rapid collection and storage of course enrollment data and student demographic data through the use of remote timesharing computer terminals located at individual schools. The booklet is organized into two sections—a brief general description and a user's guide, which provides a detailed explanation of how to use the system. Numerous examples of various program functions and output are presented throughout the user's guide. (Author/JG)

ED 109 766 88 EA 007 354

Cronshy, Raymond W. Dunklau, M. William. Food Management System—Daily Production Reports: General Description and Users Guide. Project SIMU-School: Dallas Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-75-620

Pub Date Feb 75

Note—58p.; Related documents are EA 007 350-354

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Data Analysis, *Educational Administration, Educational Finance, Elementary Secondary Education, *Food Service, Lunch Programs, *Management Systems, *Program Guides, School Accounting

Identifiers—Daily Production Reports, Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School, *School Food Management System

This booklet describes the Daily Production Reports subsystem of the School Food Management System, a computer program package developed as one part of a family of educational management systems. The Daily Production Reports system produces two major types of reports on a daily basis. Business Analysis Reports display all food service costs, as well as expected and actual cash receipts. Functional Management Reports display detailed data about each food item served at each cafeteria and are useful in analyzing students' food preferences. The booklet is organized into two sections—a brief general description and a user's guide, which provides a detailed explanation of how to use the programs. Numerous examples of various program functions, input, and output are presented throughout the booklet. (Author/JG)

ED 109 767

Lee, Yung Dug

Educational Innovation in the Republic of Korea. Experiments and Innovations in Education, No. 12. Asian Series.

International Bureau of Education, Geneva (Switzerland).

Pub Date 74

Note—50p.; Study prepared for the Asian Centre of Educational Innovation for Development; Related documents are ED 104 013-015

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$2.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Bibliographies, Educational Improvement, *Educational Innovation, Educational Objectives, *Educational Policy, Elementary Secondary Education, *Experimental Programs, Higher Education, *Institutional Role, *National Programs, School Statistics, Tables (Data)

Identifiers—Asia, *South Korea

This publication is the fourth in a series of reports on educational innovation in Asia. In describing the educational situation in Korea, the author has organized his discussion into two broad subject areas. Section 1 is concerned with innovations in national educational policies, while section 2 focuses on educational innovations at the institutional level. Throughout the study, the author's emphasis is on the origin and diffusion of educational innovation, rather than on the novelty of particular innovations. Several statistical tables are included which summarize the growth in the number of schools, students, and teachers in Korea from 1963-1972. In addition, there is a bibliography of publications relevant to the study of educational innovation in general and Korean education in particular. (JG)

ED 109 768 95 EA 007 356

Meyer, John W.

Notes on the Structure of Educational Organizations. Occasional Paper No. 3.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NE-C-00-3-0062

Note—15p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Educational Coordination, *Educational Environment, Educational Innovation, Elementary Secondary Education, Higher Education, *Organization, *Organizational Theories, *School Organization, Social Environment, Social Factors

Evidence suggests that educational organizations lack internal coordination. This is especially true of the content and methods of what is presumably their central activity—instruction. Instruction tends to be removed from the control of the organizational structure, both in its bureaucratic aspects and in its professional or collegial aspects. Such organizations are "loosely coupled," which means that structure is disconnected from activity, and activity is disconnected from its effects. For instance, there is no technology or program of instruction that is of established or consensual efficacy. Thus, it is difficult even to establish standards of content and procedure in instruction. Despite this lack of coordination, the educational system and its organizations appear

to have considerable stability. That is the problem of this paper—to explain how organizations with few controls over their central activity persist so stably, and to explain how implicit coordination is achieved. The explanation takes two forms—a general explanation of how substantive educational activity is coordinated outside of organizational (or professional) forms, and a discussion of the implications of this explanation for the understanding of educational organizations, decision-making, change in educational organizations, and theory of organizations. Areas of needed research are pointed out. (Author/IRT)

ED 109 769

EA 007 357

Quality Education for the High Schools in Massachusetts. A Study of the Comprehensive High School in Massachusetts.

Massachusetts Advisory Council on Education, Boston.

Pub Date Apr 71

Note—326p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Administrator Attitudes, Change Strategies, *Educational Change, Parent Attitudes, Questionnaires, *School Improvement, School Statistics, *School Surveys, *Secondary Education, Student Attitudes, *Tables (Data), Teacher Attitudes

Identifiers—*Massachusetts

This publication is the complete report of A Study of the Comprehensive High School in Massachusetts. The study, which began in 1969, had four phases. Phase 1 was a wide-ranging survey of 251 Massachusetts public high schools. Phase 2 was a more intensive study of 33 representative schools, in which consultants gathered information on the attitudes and perceptions of school personnel, students, and parents. Phase 3 consisted of a series of regional conferences, which were held to present and discuss 10 position papers on current ideas and practices for school improvements. Phase 4 involved the preparation of tentative recommendations and the dissemination of the recommendations to professional groups and individuals concerned with secondary education in Massachusetts. This report presents the study recommendations, as well as the significant findings of the study, and the opinions expressed by staff members, students, and parents about their high schools. In addition, the report also contains the various questionnaires used in the study, the 10 position papers presented at the regional conferences, and other pertinent information about the study and its methodology. (Author/JG)

ED 109 770

EA 007 358

Physical and Health Education Facilities for Secondary Schools.

Ontario Dept. of Education, Toronto.

Pub Date 75

Note—36p.

Available from—Ontario Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1L2 Ontario (\$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Building Design, Building Materials, Climate Control, *Facility Guidelines, *Facility Requirements, Flexible Facilities, Gymnasiums, *Health Education, Lighting, *Physical Education Facilities, *School Planning, Secondary Education

Identifiers—Canada, Ontario

This booklet makes suggestions regarding space relationships, location, size, and technical requirements of physical and health education facilities. The facilities may include all or some of the following instructional areas: gymnasium, auxiliary open-space area, indoor area (classroom), ancillary area, and swimming pool. (Author)

ED 109 771

EA 007 359

PPBS and Indiana Schools: A Manual for Operationalizing PPBS.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 74

Note—92p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Administrator Guides, Annotated Bibliographies, Change Strategies, *Educational Administration, Educational Objectives, Educational Planning, Elementary Secondary Educa-

tion, Glossaries, *Management Systems, *Program Budgeting, *Program Planning Identifiers—*Planning Programming Budgeting Systems, PPBS

This manual was prepared by the Indiana State Department of Public Instruction to present an overall description and explanation of the Planning, Program, Budget System (PPBS) for schools. The manual is intended to provide Indiana educators with a common base of information as the first step toward statewide implementation of PPBS by July 1, 1977. All the basic concepts and functions of PPBS are discussed, and examples of various charts, worksheets, and reports are presented throughout the discussion. A glossary of PPBS terms and a brief annotated bibliography of publications relevant to the study of PPBS are also included. (JG)

ED 109 772 EA 007 360

Consolidated Program Information Report (CPIR): National Estimates of Pupil Participation, Staff, and Expenditures 1972.

National Center for Education Statistics (DHEW), Washington, D.C. Survey Design and Implementation Branch.

Report No.—NCES-75-303

Pub Date May 75

Note—136p.; A related document is EA 007 321
EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, *National Surveys, *School Statistics, School Surveys, Staff Utilization, Student Participation, *Tables (Data)

This report presents school year 1971-72 and summer school 1972 statistics on federally aided programs administered by local education agencies (LEAs). Using a sample of 1,018 LEAs, national estimates have been made for all the data collected by the Consolidated Program Information Report, which includes participation counts, number of staff, expenditures, and supplemental programs. The main focus of the survey is on federally aided programs conducted within school districts and on the pupil population groups that these programs are intended to serve. Although data were also collected on LEAs not in the national sample and on programs not operated by LEAs, these data are not presented in this report. (Author)

ED 109 773 EA 007 361

Ladd, Edward T. Walden, John C.

Students' Rights and Discipline.

National Association of Elementary School Principals, Washington, D.C.

Pub Date 75

Note—74p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 181-05616, \$5.95)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Court Litigation, Court Role, *Discipline, Discipline Policy, Discipline Problems, Elementary Education, *Governance, Guidelines, Principals, *Role Perception, *School Law, *Student Rights, Teacher Role

This book is meant to be practical. It attempts to clarify what one should keep in mind and to describe what courses of action are open when one confronts a particular situation. It is stated that teachers and principals encounter discipline problems not because they are deficient in skill or in virtue, but because they have inherited misleading definitions of their respective roles. What schools must do, may do, and may not do about disciplining is a matter of the governing of children. Individual chapters deal with the legal bases for student governance; fundamentals of governance—definitions, norms, and influence measures; the application of norms and compliance devices to different situations; the principal's leadership role in the governance program; governance tasks that trouble teachers and how principals can help; the ways to talk with students when there has been trouble; major offenses; and some considerations in building a governance program. The appendices provide a list of students' rights, a suggested list of important elemental norms for public elementary schools, and a list of basic influence procedures. (Author/IRT)

ED 109 774 EA 007 362

Bargar, Robert R.

Facilitating Building-Level Problem Solving: Adopting Systems Design to Human Development.

Pub Date 1 Apr 75

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Ancillary Services, *Change Strategies, Educational Change, Educational Improvement, Effective Teaching, Elementary Secondary Education, Instructional Innovation, *Models, *Problem Solving, *Systems Approach, *Teacher Improvement, Teacher Role, Teamwork

Successful educational improvement efforts stem from processes and forces that are indigenous to a given setting. Efforts at problem-solving stimulate and are reinforced by a closely related phenomenon: the individual and professional growth of the persons involved. Developmental efforts in education must proceed from a substantially different perspective than has been the case in the past: it must be admitted that the classroom is an essential frontier of action; that teachers are key decision-makers for what actually happens in the classrooms; that innovation will be employed successfully only when related realistically to teachers' awareness of their objectives and needs; that the same essential conditions hold for other professionals; that a change strategy attempting to help individual professionals improve their effectiveness in dealing with perceived problems will have a greater potential for facilitating the testing and adoption of innovations; and that the utility of particular disciplines commonly associated with the change process, such as research or evaluation, depends on their function in the development of the process suggested above. The extensive outline for a support system for problem-solving presented here is based on tests of four models in several school systems in Ohio. (Author/IRT)

ED 109 775 EA 007 363

Firestone, William A.

The Balance of Control Between Parents and Teachers in "Co-Op" Free Schools.

Pub Date 3 Apr 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Alternative Schools, Community Control, Conflict Resolution, *Cooperatives, *Organization, Parent Attitudes, *Parent School Relationship, Parent Teacher Cooperation, Power Structure, Teacher Administrator Relationship, Teacher Behavior, Teacher Dismissal, *Teacher Supervision

Parent-run free schools (parent coops) differ markedly from public schools in size and organizational structure, but this paper shows that these new institutions share the problem of teacher supervision. Conclusions are based on intensive study of three parent coops using both participant observation and interviewing. Parent coops must deal with a form of conflict between professional and bureaucratic-employer authority. Parents lack the means to control teacher activity; but where selection is successful, the mechanisms of accommodation are similar to those found in public schools. (Author)

ED 109 776 EA 007 364

A Guide to Student Rights and Responsibilities in the Department of Defense Overseas Dependents Schools System.

Dependents Schools (DOD), Washington, D.C.

Pub Date 75

Note—26p.; Developed at the Writing Conference for Draft Guidelines on Student Rights and Responsibilities (Washington, D.C., July 14-18, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cocurricular Activities, *Discipline, Dress Codes, Elementary Secondary Education, Expulsion, Freedom of Speech, Governance, *Guidelines, Search and Seizure, *Student Par-

ticipation, Student Records, *Student Responsibility, *Student Rights, Suspension

This draft was developed by educators, parents, administrators, students, and Office of Overseas Dependents education representatives. It is designed to serve as a guide for the local development of handbooks regarding student rights and responsibilities. The draft, which will be reviewed after recommended revisions are received, is very broad because it must apply to all schools and all communities. It presents statements of student rights and responsibilities under the general headings of access to learning, freedom of expression, student governance, school records, school discipline, relationship with nonschool agencies, and resources. (Author/IRT)

ED 109 777 EA 007 365

Clement, Jacqueline Parker

Sex Bias in School Leadership.

Pub Date 75

Note—65p.

Available from—Integrated Education, Northwestern University, 2003 Sheridan Road, Evanston, Illinois 60201 (\$2.25)

Document Not Available from EDRS

Descriptors—Change Strategies, Elementary Secondary Education, *Employment Opportunities, *Employment Patterns, Equal Opportunities (Jobs), Federal Legislation, Feminism, Higher Education, Leadership, Occupational Aspiration, Public Policy, *School Administration, School Statistics, School Superintendents, *Sex Discrimination, Sex Stereotypes, Social Action, Working Women

Identifiers—*Affirmative Action
This study documents the pervasiveness of male dominance in educational leadership roles. Statistics demonstrate that only a very small number of women occupy positions in top-level administration. Legislation and regulations affecting women in higher education and at the elementary and secondary education levels are identified. The study concludes that progress to date in improving the status of women has been largely in two areas: (1) conditions of employment that deny women equal access to employment and its benefits in educational institutions, and (2) consciousness-raising to the extent that there is now some realization that a problem does exist. Considerations are offered for steps to change public policy to hasten the demise of institutionalized sex discrimination. Appendixes contain data on women as public school professional employees, and on federal laws and regulations concerning sex discrimination in educational institutions. A bibliography is included. (Author/MLF)

ED 109 778 EA 007 366

Bell, Terrel H.

A Performance Accountability System for School Administrators.

Pub Date 74

Note—214p.

Available from—Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 (\$9.95)

Document Not Available from EDRS

Descriptors—*Administrator Guides, *Administrator Role, Change Strategies, *Educational Accountability, Educational Administration, Educational Objectives, Elementary Secondary Education, Higher Education, *Management by Objectives, *Management Systems, Organizational Theories

This book is intended to serve as a practical guidebook for school administrators who wish to implement a management-by-objectives (MBO) system in their school or school system. The author discusses the key factors necessary for a successful MBO system and explains how to apply them most effectively. An attempt is made to present a thorough, easy-to-use plan suitable for use by administrators who have had no experience with MBO systems. Major topics discussed include school and college management by objectives, identifying educational problems through needs assessment, the chief executive's performance priorities, establishing operational objectives, time-phased action steps, operational management and execution of action step plans, staff involvement and participative management, starting an MBO system, and the chief executive's role in MBO. (JG)

ED 109 779

EA 007 367

Howell, Jay D., Jr.
Property Tax Laws of Texas. A Summary.
 Texas A and M Univ., College Station. Texas
 Real Estate Research Center.
 Pub Date 75
 Note—90p.

Available from—Texas Real Estate Research Center, Texas A&M University, College of Agriculture, College Station, Texas 77843 (\$1.00)

Document Not Available from EDRS

Descriptors—*Constitutional Law, Court Litigation, Educational Finance, *Guides, Property Appraisal, *Property Taxes, *School Taxes, *State Legislation
 Identifiers—*Texas

This booklet is basically a summary of a law book on the same subject by the same author. Although the 25 chapters of the larger work correspond directly to the chapters of the summary, this publication is not a law book in the usual sense. Rather, it is intended primarily to provide a simplified view of the property tax laws of Texas for tax assessors, city councilmen, school board members, and other citizens who want to learn more about property tax laws. The booklet is organized into four sections devoted to discussion of property taxable, property tax assessments, property tax collections, and taxpayer suits. An extensive appendix presents the property tax provisions of the Texas state constitution. (Author/JG)

ED 109 780

EA 007 368

Henson, E. Curtis
The Four-Quarter High School in Action.

Pub Date 74
 Note—222p.
 Available from—Parker Publishing Company, Inc., 1 Village Square, West Nyack, New York 10994 (\$8.95)

Document Not Available from EDRS

Descriptors—*Change Strategies, *Course Descriptions, Curriculum Development, Educational Innovation, Educational Objectives, Extended School Year, *Models, Organizational Change, Program Planning, *School Calendars, Secondary Education, *Year Round Schools
 Identifiers—*Atlanta

This book describes in detail the experience of professional personnel in the Atlanta City School System during two years of planning and five years of operating a year-round, four-quarter school plan involving 32,000 high school students. Content of the book focuses primarily on four areas concerning the year-round program: its beginning, development, implementation, and results. The final chapter offers sample quarter courses for seven subject areas. Arranged in table form, this section analyzes the content, concepts, behavioral objectives, and suggested procedures for each course and recommends useful references and aids for teachers. Although most of the book's content is derived from experience with the Atlanta year-round program, the ideas and procedures described will be of value to educators in other areas who are seeking a model year-round plan. (Author/JG)

ED 109 781

EA 007 369

Thomas, Norman C.
Education in National Politics.

Pub Date 75
 Note—246p.
 Available from—David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 (\$4.95)

Document Not Available from EDRS

Descriptors—*Educational Policy, *Federal Government, Federal Legislation, Federal Programs, Governance, *Government Role, Legislators, *Policy Formation, Political Issues, *Politics

Identifiers—90th Congress

This book is a study of the processes through which educational policies are formulated, adopted, and implemented at the national level of government. In particular, the author focuses his attention on policies affecting the programs administered by the U.S. Office of Education during the term of the 90th Congress (1967-68). Although the author's primary concern is with the policy-making process, he does attempt to assess the probable consequences of specific actions without passing judgment on their wisdom. Throughout the book, the author attempts to

maintain an empirical, rather than normative, stance toward the policies he discusses. (Author/JG)

ED 109 782

EA 007 370

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire au Quebec 1966-1986. Documents Demographique Scolaire 9-20 (School Attendance in Quebec 1966-1986. Scholastic Demographic Document 9-20).

Quebec Dept. of Education, Quebec.
 Report No.—28-1156
 Pub Date Nov 74

Note—128p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
 Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. In utilizing the rate of advancement, the enrollment was drawn from individual index cards and the population estimates prepared by the Bureau of Statistics of Quebec. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 783

EA 007 371

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire dans la Region du Bas-Saint-Laurent-Gaspesie 1966-1986. Documents Demographique Scolaire 9-21 (School Attendance in the Region of Bas-Saint-Laurent-Gaspesie 1966-1986. Scholastic Demographic Document 9-21).

Quebec Dept. of Education, Quebec.
 Report No.—28-1157
 Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
 Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 784

EA 007 372

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire dans la Region du Saguenay-Lac-Saint-Jean 1966-1986. Documents Demographique Scolaire 9-22 (School Attendance in the Region of Saguenay-Lac-Saint-Jean 1966-1986. Scholastic Demographic Document 9-22).

Quebec Dept. of Education, Quebec.
 Report No.—28-1158
 Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
 Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 785

EA 007 373

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire dans la Region de Quebec 1966-1986. Documents Demographique Scolaire 9-23 (School Attendance in the Region of Quebec 1966-1986. Scholastic Demographic Document 9-23).

Quebec Dept. of Education, Quebec.
 Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
 Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 786

EA 007 374

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire dans la Region des Trois-Rivieres 1966-1986. Documents Demographique Scolaire 9-24 (School Attendance in the Region of Trois-Rivieres 1966-1986. Scholastic Demographic Document 9-24).

Quebec Dept. of Education, Quebec.
 Report No.—28-1160
 Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
 Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 787

EA 007 375

Dufour, Desmond Lavoie, Yolande
La Frequentation Scolaire dans la Region des Cantons-de-L'est 1966-1986. Documents Demographique Scolaire 9-25 (School Attendance in the Region of the Cantons-de-L'est 1966-1986. Scholastic Demographic Document 9-25).

Quebec Dept. of Education, Quebec.
 Report No.—28-1161
 Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary

Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)
Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 788 EA 007 376
Dufour, Desmond Lavoie, Yolande

La Frequentation Scolaire dans la Region de Montreal et dans ses Sous-Regions 1966-1986. Documents Demographique Scolaire 9-26 (School Attendance in the Region of Montreal and of Its Suburbs 1966-1986. Scholastic Demographic Document 9-26).

Quebec Dept. of Education, Quebec.
Report No.—28-1162

Pub Date Nov 74

Note—198p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)

Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 789 EA 007 377
Dufour, Desmond Lavoie, Yolande

La Frequentation Scolaire dans la Region de L'Outaouais 1966-1986. Documents Demographique Scolaire 9-27 (School Attendance in the Region of the L'Outaouais 1966-1986. Scholastic Demographic Document 9-27).

Quebec Dept. of Education, Quebec.

Report No.—28-1163

Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)

Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 790 EA 007 378
Dufour, Desmond Lavoie, Yolande

La Frequentation Scolaire dans la Region du Nord-Ouest 1966-1986. Documents Demographique Scolaire 9-28 (School Attendance in the Region of the North-West 1966-1986. Scholastic Demographic Document 9-28).

Quebec Dept. of Education, Quebec.

Report No.—28-1164

Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)

Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 791 EA 007 379
Dufour, Desmond Lavoie, Yolande

La Frequentation Scolaire dans les Regions de la Cote-Nord et du Nouveau-Quebec 1966-1986. Documents Demographique Scolaire 9-29 (School Attendance in the Regions of La Cote-Nord and of Nouveau-Quebec 1966-1986. Scholastic Demographic Document 9-29).

Quebec Dept. of Education, Quebec.

Report No.—28-1165

Pub Date Nov 74

Note—125p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, Birth Rate, *Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Higher Education, *School Demography, Tables (Data)

Identifiers—Canada, Quebec

This document is one in a series forecasting the number of students in the Province of Quebec and in each of its regions. The public and private sectors have not been separated in these works. Forecasts according to the rate of advancement are made for each level of instruction (except the university level) by sex and by age. Tables and graphs present population data from 1966 through 1972 and estimates for 1973 through 1986. The document contains the framework on which the study was constructed, the methodology, and three hypotheses of rate of increase on which the forecasts are based. (Author/MLF)

ED 109 792 EA 007 380
Decarie, Suzanne

Diplomes 1972. Documents Demographique Scolaire 9-30 (Diplomas 1972. Scholastic Demographic Document 9-30).

Quebec Dept. of Education, Quebec.

Report No.—28-1167

Pub Date Nov 74

Note—257p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Adult Education, *Degrees (Titles), Higher Education, *School Demography, *School Statistics, Secondary Education, Tables (Data), Teacher Certificates, Universities

Identifiers—Canada, Quebec

The fourth volume of an annual series contains educational data concerning teaching certificates and diplomas awarded in the Province of Quebec at the secondary, college, and university levels and for adult education. Text, tables, and graphs provide information about graduates at these levels by sex, program, and administrative district. Universities are identified and listed as French-speaking or English-speaking. (Author/MLF)

ED 109 793 EA 007 381
Amyot, Michel Dufour, Richard

Evolution de la Clientele Etudiante Suivant le Niveau et la Degre d'Enseignement, par Territoire de Commission Scolaire et Region Administrative, Réseau Public, Quebec 1965-66 a 1973-74. Documents Demographique Scolaire 9-31 (Development of the Student Clientele by Level Taught in Each Territory of the Scholastic Commission and the Administrative Region in

the Public System, Quebec 1965-66 to 1973-74).

Quebec Dept. of Education, Quebec.

Report No.—28-1168

Pub Date Nov 74

Note—161p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Educational Research, Elementary Secondary Education, *Enrollment Influences, *Enrollment Rate, *School Demography, *Student Enrollment, Tables (Data)

Identifiers—Canada, Quebec

This document contains data on student enrollment in the public sector in the administrative regions of the Province of Quebec over a nine-year period. A brief text explains some of the factors influencing the decrease and increase of the student population at different levels. Graphs and tables present the data. (Author/MLF)

ED 109 794 EA 007 382
Lavoie, Yolande Dufour, Desmond

Prevision de Personnel Enseignant (1974 a 1986) et de Besoins en Nouveaux Maîtres (1974-75 a 1981-82) Pour de Quebec. Documents Demographique Scolaire 9-33 (Forecast of Teaching Personnel (1974 to 1986) and the Number of New Teachers Needed (1974 to 1981-82) for Quebec. Scholastic Demographic Document 9-33).

Quebec Dept. of Education, Quebec.

Report No.—28-1171

Pub Date Nov 74

Note—38p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Enrollment Projections, Higher Education, *School Demography, Simulation, Tables (Data), Teacher Education, *Teacher Employment, *Teacher Supply and Demand

Identifiers—Canada, Quebec

This document contains the forecasts of teacher needs for the public and private systems combined in the Province of Quebec. These forecasts are results of student/teacher reports and some forecasts of rate of annual teacher departure. The forecasts are based on three hypotheses of rate of population growth and are provided at the kindergarten, elementary, secondary, and college level. Estimates are also made of the number of handicapped students at each level. (Author/MLF)

ED 109 795 EA 007 383
Dufour, Desmond Lesperance, Andre

Estimation des Clienteles Scolaires des Resaux Public et Prive Quebec et Regions Administratives Scolaires 1974-75 a 1978-79. Documents Demographique Scolaire 9-35 (Estimation of Students in Public and Private Systems of Quebec and School Administrative Regions 1974-75 to 1978-79. Scholastic Demographic Document 9-35).

Quebec Dept. of Education, Quebec.

Report No.—28-1176

Pub Date Nov 74

Note—72p.; Text in French; Related documents are EA 007 370-383

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Enrollment Projections, Higher Education, *Private Schools, *Public Schools, *School Demography, Tables (Data)

Identifiers—Canada, Quebec

This document completes the series of educational forecasts for the Province of Quebec. Enrollment forecasts are based on three hypotheses of growth at the public and private level. Projections are supplied for all the administrative districts and the province as a whole. (Author/MLF)

ED 109 796 EA 007 384
Taylor, Patricia

Landscape Designs for Schools.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Campus Planning, Educational Facilities, Elementary Secondary Education, *Landscaping, Physical Education Facilities, *Playgrounds, Publications, Reference Materials, School Architecture

This annotated bibliography includes summaries of 15 books and articles dealing with the topic of school landscape design, as well as a brief introduction that comments on recent trends in the field. Most of the publications cited are fairly recent; about two-thirds of them were published after 1970. Annotations range from approximately 125 to 250 words in length. (JG)

ED 109 797 EA 007 385

Bayman, Robert

Carpet Selection and Rationale for Its Use.

Pub Date [75]

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Acoustical Environment, *Annotated Bibliographies, *Carpeting, *Classroom Environment, Elementary Secondary Education, Equipment Evaluation, *Flooring, Publications, Purchasing, Reference Materials, *School Maintenance

This annotated bibliography includes summaries of ten articles and one book dealing with the use, selection, and care of carpeting in schools. In addition to the citations, there is also an introductory section, which discusses the economic rationale for using carpeting in school buildings and offers recommendations for the selection and proper care of carpeting. Annotations range from approximately 75 to 250 words. (JG)

ED 109 798 EA 007 386

Bick, Lowell W.

New Concepts in Design of Middle Schools.

Pub Date 14 Jul 75

Note—27p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Educational Facilities, Educational Trends, *Flexible Facilities, Junior High Schools, *Middle Schools, Publications, Reference Materials, School Architecture, School Buildings, *School Design

This annotated bibliography includes summaries of 17 articles and books dealing with the design of school buildings for middle schools. An introductory section discusses recent trends and changes in middle school design, such as the movement toward flexible, open plan buildings that are suitable for a variety of educational approaches and adaptable for after-school use by various community groups. Annotations range from approximately 100 to 250 words. (JG)

ED 109 799 EA 007 387

Howell, Charles M.

Career Education Facilities.

Pub Date [75]

Note—25p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Building Design, *Career Education, *Educational Facilities, Elementary Secondary Education, *Facility Planning, Program Planning, Publications, Reference Materials, Vocational Education

This annotated bibliography includes summaries of 17 books and articles dealing with facilities and program planning for career education. A brief introduction discusses topical issues relevant to career education, such as the need for community involvement in planning career education programs and the potential of community-based career education programs. Primary emphasis of most of the publications cited is on facilities planning, although program and curriculum planning receive considerable attention as well. Annotations range from approximately 125 to 250 words. (JG)

ED 109 800 EA 007 388

Higman, Charlene Ellison

Joint Occupancy.

Pub Date [75]

Note—25p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Community Schools, *Educational Facilities, Elementary Secondary Education, *Facility Planning, *Flexible Facilities, Publications, Reference Materials, School Community Relationship, *Shared Facilities

This annotated bibliography includes summaries of 15 articles and reports dealing with the

joint use of buildings and facilities by schools and other public or private organizations. An introductory section describes the historical origins and development of the joint occupancy concept and examines the various economic and philosophical arguments for sharing educational facilities with public agencies and/or commercial interests. Annotations range from approximately 125 to 350 words. (JG)

ED 109 801 EA 007 389

Schellenberg, Ben

Noise and Sound Control in Open Plan Schools.

Pub Date [75]

Note—26p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Acoustical Environment, Acoustic Insulation, *Acoustics, *Annotated Bibliographies, *Building Design, Carpeting, Elementary Secondary Education, Interior Design, *Open Plan Schools, Publications, Reference Materials

This annotated bibliography includes summaries of 19 articles and reports dealing with noise control and acoustical design in school buildings. A brief introduction discusses the need for careful attention to acoustics in any school construction or remodeling project, with particular emphasis on the need for special acoustical measures in an open plan facility. Annotations range from approximately 50 to 150 words. (JG)

ED 109 802 EA 007 390

Cretell, Marie

Libraries and Instructional Materials Centers.

Pub Date [75]

Note—22p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, *Facility Planning, Flexible Facilities, *Library Facilities, *Library Planning, Library Services, Publications, Reference Materials, *School Libraries

This annotated bibliography presents summaries of 15 publications concerned with the use and design of school library facilities and media centers. In a brief introduction, the author examines current trends in the use of school libraries and discusses the importance of carefully specifying the functions and purposes of such facilities early in the planning process. The need to design flexible facilities that can be readily expanded or modified to meet future needs is also emphasized. Annotations range from approximately 140 to 200 words. (JG)

ED 109 803 EA 007 391

Truckey, Clarence A.

Physical Education Facilities.

Pub Date [75]

Note—29p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Air Structures, *Annotated Bibliographies, Elementary Secondary Education, *Facility Requirements, *Flexible Facilities, Higher Education, *Physical Education Facilities, Publications, *Recreational Facilities, Reference Materials

This annotated bibliography includes summaries of 21 articles and books dealing with school physical education and athletic facilities. A brief introduction discusses recent innovations in the design and construction of athletic facilities, with particular emphasis on the need to accommodate increasing year-round sports participation by both male and female students, as well as by the general public. Annotations range from approximately 100 to 275 words. (JG)

ED 109 804 EA 007 392

Rifenbark, Ray

Food Service Facilities.

Pub Date [75]

Note—22p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Dining Facilities, Elementary Secondary Education, *Food Handling Facilities, *Food Service, Higher Education, Lunch Programs, *Program Costs, Program Planning, Publications, Reference Materials

This annotated bibliography included summaries of 14 articles and one report dealing with the topic of school and college food service pro-

grams. A brief introduction discusses the current trend toward more diversified use of food service facilities and describes recent innovations in the preparation and distribution of students' meals. Many of the publications cited examine possibilities for increasing the economic efficiency of food service programs by preparing meals in advance at a centralized food preparation center. Annotations range from approximately 125 to 250 words. (JG)

ED 109 805 EA 007 393

Everhart, Robert B.

Some Antecedents to Compulsory School Attendance.

Pub Date 1 Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational History, Educational Objectives, Educational Policy, Elementary Secondary Education, Political Socialization, *Public Schools, *School Attendance Legislation, *School Law, *United States History, Universal Education

While the impact of schools in colonial America was soft before the mid-eighteenth century, devotion to education was strong and self-evident. By the early nineteenth century, schooling was well on its way to becoming universal for most children. As the nineteenth century wore on, the state became more and more involved in schooling. As taxation directed funds to state-supported Common Schools, the influence of privately financed schools began to wane. Educational choices became fewer and more costly after the mid-nineteenth century, partly due to a tax structure that left few options. Once the public tax-supported school achieved dominance compulsory school attendance laws followed in short order. Since most people were literate, and most children already attended school, why were compulsory attendance laws needed? Attendance laws were directed most specifically at deviant minorities who often did not attend public schools. If the public school was to instill the proper mores in those who might disrupt the social fabric, then that group had to be compelled to attend. However, this compulsion effectively usurped most alternatives, options, and variability in education. (Author/JG)

ED 109 806 EA 007 394

Baker, Michael E. Johnson, Norman J.

Management Improvement Strategies in a Multi-School Organization.

Pub Date Feb 75

Note—26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrative Personnel, *Administrator Attitudes, *Administrator Education, *Change Strategies, Educational Administration, *Education Service Centers, *Inservice Programs, Occupational Surveys, Program Design, Questionnaires, Tables (Data)

Identifiers—*Educational Management Development Center, EMDEC

This paper describes some important aspects of the first two years of operation of the Educational Management Development Center (EMDEC). EMDEC was created in 1974 through a joint effort of the Carnegie-Mellon School of Urban and Public Affairs, the Kettering Foundation, and the Allegheny County Intermediate Unit in an attempt to extend the management capabilities of school administrators. Separate sections of the paper describe the organizational structure and objectives of EMDEC, EMDEC's activities during its first year of operation, the activities planned by EMDEC for its second year of operation, and suggested approaches for evaluating the impact of EMDEC's activities. Included in the discussion of organizational objectives is a description of a survey of school administrators conducted by EMDEC shortly after its formation. Significant findings about administrators' attitudes toward administrator preparation programs and school system priorities are summarized in two data tables. In addition, the complete survey questionnaire is included in the appendix. (JG)

ED 109 807 EA 007 395

Pearson, William

An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education. Report No. 70.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-70

Pub Date Jun 75

Note—193p.; From the Equal Rights for Women in Education Project; Related documents are EA 007 326 and EA 007 396

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$4.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Civil Rights, *Court Cases, Educational Legislation, *Equal Opportunities (Jobs), *Federal Legislation, Feminism, School Law, *Sex Discrimination

This publication is a study of federal court decisions as they affect the equal rights of women in education. Because the majority of such cases have involved employment, the main focus of the study is on that area. Primary objective of the study is to derive from relevant federal cases the basic judicial principles applicable to the concept of equal rights for women in education. An effort has been made to present these principles in clear, nontechnical language easily understood by laymen. The study is organized in two parts: one contains the nontechnical presentation of overall findings, and the second, consisting of extensive appendices, supplements and provides the source for the first part. (Author/JG)

ED 109 808 EA 007 396

Pearson, Jessica

A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-62

Pub Date Mar 75

Note—134p.; From the Equal Rights for Women in Education Project; For related documents, see EA 007 326 and EA 007 395

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Civil Rights, *Educational Legislation, *Educational Policy, Employment Practices, *Equal Opportunities (Jobs), Females, Feminism, Government Role, *Sex Discrimination, *State Government, State Legislation, Tables (Data), Womens Education

This booklet is a state-by-state compilation of information on state laws, executive orders, regulations, guidelines, administrative structures, and procedures affecting equal rights for women in education. Within the section devoted to each state, separate short passages discuss state labor laws, fair employment practices legislation, state antidiscrimination agencies, administrative actions related to fair employment legislation, other legislation, state action on the proposed Equal Rights Amendment to the U.S. Constitution, elementary and secondary education policies, and state commissions on the status of women. A series of data charts at the end of the handbook presents a compilation of the information contained in the state-by-state summaries. (Author/JG)

ED 109 809 EA 007 397

Alexander, Arthur J.

Inequality in California School Finance: Dimensions, Sources, Remedies.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-1440-FF

Pub Date Mar 75

Note—81p.

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Data Analysis, Educational Equality, *Educational Finance, Elementary Second-

ary Education, Equalization Aid, *Finance Reform, *School District Spending, School Support, State Aid, Tables (Data), *Tax Effort Identifiers—*California

This report addresses a variety of questions about inequalities in school finance, and answers them by applying a broad range of statistical techniques to a comprehensive set of data on California school districts. Census data by school district was drawn from the 1970 U.S. Census, while information on school district finance for 1971-72 was obtained from official state sources. Although the report describes research relating almost solely to public school finance in California, it can also serve as a model for the analysis of school finance in other states. A basic question/answer format is used throughout the report, and extensive use is made of illustrative graphs and data tables. In addition to a general introduction, the report contains four major sections dealing with dimensions of inequality, distribution of inequality, sources of inequality, and remedies for inequality. (Author/JG)

ED 109 810 EA 007 398

Eliminating Sex Discrimination in Schools: A Source Book.

North Carolina State Dept. of Public Instruction, Raleigh. Research and Information Center.

Pub Date May 75

Note—154p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Educational Legislation, Elementary Secondary Education, *Equal Opportunities (Jobs), *Nondiscriminatory Education, *School Statistics, *Sex Discrimination, *Sex Stereotypes, Tables (Data)

Identifiers—*North Carolina

This source book is designed to help educators at all levels to eliminate sex discrimination by identifying discriminatory practices and replacing them with practices guaranteeing equal opportunity. The book raises significant issues and summarizes pertinent information related to all types of sex discrimination in elementary and secondary education. Although most of the statistical data presented refers specifically to the situation in North Carolina, most of the problems identified and suggestions offered throughout the book will be useful to educators in other states as well. The book is organized in three major sections devoted respectively to sex discrimination in various components of the school, school board members and educational employees, and suggestions and resources for eliminating sex discrimination in the schools. A fairly extensive annotated bibliography of relevant publications is included in the final section. (Author/JG)

ED 109 811 EA 007 399

Kahn, Gerald

Statistics of Local Public School Systems, Finance, 1970-71.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-149

Pub Date 75

Note—384p.; For related document, see ED 096 757

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.40)

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Educational Finance, Elementary Secondary Education, Expenditure Per Student, Expenditures, Federal Aid, Federal Programs, *National Surveys, Public School Systems, *School District Spending, *School Statistics, School Surveys, Statistical Data, *Tables (Data)

This report presents basic financial data on the United States public school system for the 1970-71 school year. The report contains tables of estimated financial data on a national and regional basis, based on information derived from a national sample of 2,520 local school systems. In addition, other tables present extensive school financial data on a system-by-system basis. Throughout the report, data are grouped on the basis of school system average daily membership (ADM) and according to the metropolitan or nonmetropolitan character of the area served by each school system. With a few exceptions, all of the data were furnished by individual state educa-

tion agencies. Information on the sample design and survey methodology, as well as a reproduction of the survey form, is presented in the appendix. (JG)

ED 109 812 EA 007 400

Affirmative Action. Revised.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date 1 Apr 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Educational Equality, Elementary Secondary Education, Employment Practices, Employment Statistics, *Equal Opportunities (Jobs), Higher Education, Racial Discrimination, Sex Discrimination, *Social Action, *State Agencies, *State Programs, Tables (Data) Identifiers—*Affirmative Action, Department of Educational and Cultural Services, Maine

This booklet contains the complete affirmative action plan of the Maine Department of Educational and Cultural Services, revised and updated as of March 31, 1975. The plan includes a discussion of the internal goals of the department regarding the employment of women and minorities within the department, as well as a discussion of the department's external goals regarding the education and employment of women and minorities by educational institutions under the department's jurisdiction. In addition to the actual plan, the booklet also includes tables of socioeconomic data on women and minorities in Maine and data on employees of the department. (JG)

ED 109 813 EA 007 401

The Illinois Program for Evaluation, Supervision, and Recognition of Schools. Circular Series A, Number 160. Revised.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Administrator Guides, Administrator Role, Educational Administration, *Educational Planning, *Educational Policy, *Educational Responsibility, Elementary Secondary Education, Governance, School Districts, *State School District Relationship, Statewide Planning

Identifiers—*Illinois

This booklet summarizes the legal requirements and administrative policies governing public education in Illinois. It is intended to provide a clear framework of educational responsibilities and objectives to guide local school board members and administrators in meeting their constitutional mandate to provide an efficient system of high-quality education. Separate short sections of the booklet focus on different areas of educational administration, including duties and responsibilities of the superintendent of public instruction, school governance, school district administration, the instructional program, staff qualifications, and standards of preparation for professional personnel. (JG)

ED 109 814 EA 007 402

Illinois Public School Fall Enrollment Projections 1974 to 1985.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Research, Statistics, and Evaluation.

Pub Date Jun 74

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Birth Rate, Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, Models, Population Trends, School Statistics, *Statistical Analysis, *Student Enrollment, *Tables (Data)

Identifiers—*Illinois

This paper examines the decline in Illinois public school enrollment that began in 1971-72 and attempts to predict the likely duration and severity of the decline. Much of the paper discusses the use of two different models for calculating enrollment projections from 1974 through 1985. The grade-by-grade model formulates enrollment projections separately for each grade level and then combines those results to project total elementary, total secondary, and total enrollment figures. The aggregate model

projects total K-12 enrollment directly from the number of live births for the previous 5 to 17 years. The grade-by-grade projection was calculated assuming a birthrate of 2.1, while the aggregate projection was carried out twice, assuming birthrates of 2.1 and 1.8 respectively. Although results of the three projections differ slightly, they all agree that the enrollment decline in Illinois public schools will continue uninterrupted at least through the fall of 1983, and that enrollment in the fall of 1983 will be at least 16 percent lower than the record high enrollment of 1971. (JG)

ED 109 815 **EA 007 403**

Bradshaw, Fred And Others
State, Local, and Federal Financing for Illinois Public Schools 1974-1975. Circular Series A, Number 337. Revised.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Oct 74

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Bibliographies, *Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Programs, Glossaries, Literature Reviews, Program Costs, School Accounting, *School Support, *State Aid

Identifiers—*Illinois

This publication is intended to help school administrators, teachers, students, school board members, and lay citizens gain a basic understanding of Illinois school finance. It contains a summary of fiscal year 1975 appropriations and financially related legislation, a cursory explanation of how schools obtain state revenue, a discussion of federal program funding, and an explanation of local revenue sources and related financial matters. In addition, there is a progress report on the Illinois Program Accounting Manual for Local Education Agencies, descriptions of the activities of the Illinois Financial Accounting Committee and Illinois School Problems Commission, and a review of recent school finance literature. A glossary and supplementary bibliography are also included. (Author/JG)

ED 109 816 **EA 007 404**

APEG: Adequate Program for Education in Georgia. [A Report.]

Georgia Educational Improvement Council, Atlanta.

Pub Date Dec 73

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Change Strategies, *Educational Finance, *Educational Improvement, Educational Objectives, Educational Policy, Elementary Secondary Education, Guidelines, *Instructional Programs, *School Services, *State-wide Planning

Identifiers—*Georgia

This report presents the observations and recommendations of the Minimum Foundation Program of Education (MFPE) Study Committee, a 27-member group created by the Georgia legislature in 1973 to recommend improvements in the state's educational system that would lead toward an equitably financed public education program offering adequate educational opportunity for every Georgian. The MFPE committee was divided into three subcommittees—Instructional Program, Supportive Services, and Financial Foundations. This report is organized into three corresponding sections containing the detailed findings and recommendations of each subcommittee, as approved by the full committee. (JG)

ED 109 817 **EA 007 405**

Wiggins, Thomas Langenbach, Michael
The Elementary School as a Total Institution.

Pub Date Apr 75

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Responsibility, Elementary Education, *Elementary School Role, *Elementary Schools, *Field Studies, *Institutional Role, *School Environment

Identifiers—Goffman (E), *Oklahoma

The proliferation of additional responsibilities in health, welfare, and recreation suggests the justification of the conceptualization of the elementary school as a total institution. This research was undertaken to investigate the application of Goffman's concept of total institution to the public elementary school. An exploratory field study was used to gather data from a stratified random sample of nine elementary schools in the state of Oklahoma. Findings indicate that schools have a strong tendency to perform as total institutions. This research identifies variables associated with the concept that, in turn, could lead to the systematic testing of specific hypotheses generated from the findings. (Author)

ED 109 818 **EA 007 406**

Fitzgerald, Ronald J.

The Role of the Superintendent of Schools in Massachusetts. A Handbook for School Committees and Superintendents.

Massachusetts Advisory Council on Education, Boston.; Massachusetts Association of School Superintendents, Boston.

Pub Date Jun 75

Note—57p.

Available from—Massachusetts Association of School Superintendents, Inc., Room 1114, 73 Tremont Street, Boston, Massachusetts 02108 (\$1.50)

Document Not Available from EDRS

Descriptors—*Administrative Personnel, *Board Administrator Relationship, Educational Administration, Elementary Secondary Education, Employment Practices, Legal Responsibility, *Occupational Surveys, *School Superintendents, State School District Relationship, *Superintendent Role

Identifiers—*Massachusetts

This handbook describes what it is like to be a school superintendent in Massachusetts and offers conclusions and practical suggestions on how school board members, superintendents, and state officials can maximize the effectiveness and productivity of the superintendent. The author's analysis of the superintendent's role is based in part on survey responses from 255 of the 270 Massachusetts school superintendents, and on informal interviews and conversations with superintendents and school board members. The final chapter summarizes many of the suggestions offered throughout the booklet and presents four checklists of recommendations for state agencies and organizations, board members, superintendents, and board members and superintendents, respectively. (Author/JG)

ED 109 819 **EA 007 407**

Vinson, Jane

Staff Development for Program Consolidation.

Pub Date May 75

Note—430p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)

EDRS Price MF-\$0.76 HC-\$22.21 PLUS

POSTAGE

Descriptors—*Change Strategies, Elementary Secondary Education, *Organizational Development, Practicums, Problem Solving, *Project Applications, *Staff Improvement, State Departments of Education, State Federal Aid, State Programs, *State School District Relationship

Identifiers—*California

This book describes a practicum project that analyzed the organizational structure of the regional service teams at the California State Department of Education and designed a strategy to reduce the organizational problems caused by consolidating application procedures for seven state and federal categorical aid programs. The practicum design involved implementation of a new staff development strategy for both state and local district members. A thorough analysis of application errors made by school district personnel during the previous year provided the focus and content for the staff development sessions. The impact of the staff development strategy was demonstrated by the improved accuracy and quality of consolidated applications submitted to the State Department of Education. Much of the book consists of extensive appendixes containing sample application forms and instructions, analyses of application errors, and various staff development materials. (Author/JG)

ED 109 820 **EA 007 408**

Bispo, Edward L.

Consolidated Monitor and Review. Maxi II Report.

Pub Date 75

Note—376p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendices F, J, and N of the original document have been deleted due to marginal reproducibility; they are not included in the pagination

EDRS Price MF-\$0.76 HC-\$19.67 PLUS

POSTAGE

Descriptors—*Change Strategies, Elementary Secondary Education, Evaluation Methods, Practicums, *Program Administration, *Program Evaluation, *State Departments of Education, State Federal Aid, State Programs, *State School District Relationship

Identifiers—*California

This book describes a practicum project that developed instruments and procedures to aid staff members of the California State Department of Education in monitoring multiple educational programs. The instruments and procedures developed were used by staff members to analyze applicable federal and state regulations and evaluate program quality for 17 categorical programs and 74 school sites. The objective of the practicum was to devise a method that would provide the data necessary to make decisions concerning continued funding of individual programs. A system of monitoring and reviewing operational programs was developed so that staff members could analyze multiple programs at each school site and observe whether individual programs were being properly implemented. (Author/JG)

ED 109 821 **EA 007 409**

Moffat, James G.

Disseminating Information on Proposal Development and Supportive Services Pertaining to Government Funded Programs.

Pub Date 15 Apr 75

Note—296p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendices 1 and 3 of the original document are copyrighted and therefore not available; they are not included in the pagination; Best copy available

EDRS Price MF-\$0.76 HC-\$14.59 PLUS

POSTAGE

Descriptors—*Administrator Guides, Bibliographies, Educational Innovation, Elementary Secondary Education, Evaluation Methods, *Federal Aid, Federal Programs, *Information Dissemination, *Information Services, Practicums, *Program Proposals

This publication describes a practicum that developed, disseminated, and evaluated a proposal development handbook intended to aid school district personnel in submitting proposals to funding agencies. In addition to the handbook, several other dissemination activities were developed and implemented to meet the needs of specific target audiences. These activities included development of a multimedia slide presentation and companion brochure on early childhood programs, development of a comprehensive bilingual education program and a companion booklet, creation of a brochure to answer parents' questions about Title I of the Elementary and Secondary Education Act, and establishment of an information center to provide easy access to resource materials about federally funded programs and activities. Evaluation data is presented to show that the proposal development handbook and inservice workshops that explained it did improve the quality of proposals submitted. Samples of the instruments developed to evaluate the other activities are also provided, and preliminary results of those evaluations are reported. (Author/JG)

ED 109 822 **EA 007 410**

Gess, Diane And Others

The Implementation of a District-Wide Evaluation Model.

Pub Date Oct 74

Note—212p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida); Appendix A of the original document is copyrighted and therefore not available; it is not included in the pagination. Best copy available

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Change Strategies, Data Collection, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Management Systems, *Models, Organizational Change, Practicums, *Program Development, Program Evaluation

Identifiers—*New Rochelle Evaluation Model

This publication describes a practicum project that developed a comprehensive educational evaluation system for collecting, storing, and displaying pertinent data for use in planning educational programs at both the district and school level in the City School District of New Rochelle. The resulting New Rochelle Evaluation Model was developed from Stufflebeam's CIPP model, incorporating aspects of Provus' Discrepancy model and data collection methods emphasized by Stake. The model has been used on a district-wide level to evaluate all programs for students with special needs and has also been used to evaluate the reading programs in two elementary schools. Sample data collection forms and a users' guide to the New Rochelle Evaluation Model are included in the appendix. (Author/JG)

ED 109 823 80 **EA 007 411**

Peterson, Jon, Ed.

Public Policy and State Education Agency Roles in Teacher Labor Relations.

Upper Midwestern Region Interstate Project, Madison, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—86p.; Pages 19, 36, and 37 will reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Agency Role, Collective Bargaining, *Conference Reports, Elementary Secondary Education, *Employer Employee Relationship, Government Role, Industrial Relations, *State Agencies, Symposia, *Teacher Employment

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This publication contains the edited transcripts of presentations made at the National Symposium on Public Policy and State Education Agency Roles in Teacher Labor Relations in May 1974. The symposium explored various aspects of teacher collective bargaining and the present and possible roles of state education agencies. Included in the booklet are presentations on teacher labor relations by Myron Lieberman and David Selden, a presentation on legislative reactions to anarchy in teacher labor relations by California State Senator George Moscone, a panel discussion between state agency representatives Vito Vianco (Illinois), Archie Buchmiller (Wisconsin), and Robert Helsby (New York), presentations on current problems and future solutions in teacher labor relations by Donald Wollett and Wesley Wildman, a presentation on the federal perspective on teacher labor relations by Gilbert Donahue, a conference overview by Byron Hansford, and a summary of the symposium by Myron Lieberman. (Author/JG)

ED 109 824 **EA 007 412**

Towler, Daniel L.

Student Representatives Serving with Boards of Education.

Pub Date Feb 75

Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Boards of Education, Decision Making, *Educational Policy, Governance, High School Students, *School Districts, Secondary Education, *Student Participation, *Student Role, Student School Relationship

Identifiers—*California

Forty-three percent of California school districts with one or more high schools have some sort of student representation on the board of education. Some observers have said that students act like adult board members, but that their interests at the beginning of each year make everyone keenly aware that they are students. In California, student representation is developing in many different ways. There is a bill before the legislature that would require each school district

with one or more high schools to include one student as a nonvoting member of the school board. The bill would also allow the district's high school pupils to choose the student member. A student is now selected annually to sit in a nonvoting capacity with the ten-member California State Board of Education. And the Board of Regents of the University of California has recently established one seat for a student regent, who will have a full vote and be selected by his peers. In almost every case, school boards that have student representatives sing the praises of student representation. No other learning experience can provide the know-how that comes with involvement. Both boards and students benefit when school boards provide for such involvement. (Author/JG)

ED 109 825 88 **EA 007 413**

Call, Michael, Comp.

Teacher Made Games: An Adopter's Guide Referenced in Promising Practices in Oregon Education.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—92p.

Available from—DCE Publications, 1633 S.W. Park Avenue, Portland, Oregon 97207 (\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Bibliographies, *Classroom Games, *Educational Games, Elementary Education, *Instructional Aids, *Instructional Innovation, Learning Activities, Mathematics Materials, Reading Games, *Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Oregon

This booklet describes approximately 30 instructional games submitted by Oregon teachers and teacher resource centers. The games are organized in two major sections—one for reading games and one for mathematics games. Within each section, games are grouped according to the similarity of their format; for example, all "road race" games are listed together. Those games with a unique format are listed at the end of each section. Each entry lists the game title and the number of players recommended by the person who submitted the game. Materials for constructing each game are given along with the instructions for play. Rule variations and different techniques for maintaining player interest or altering the level of difficulty are also suggested. A bibliography, which lists readings on the use of instructional games and resource guides that describe games and similar activities, is also included. (Author/JG)

ED 109 826 **EA 007 414**

Nessel, Bonna Faunce, R. W.

Needs Assessment of Administrators' Professional Development, November 1973.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-36

Pub Date Jan 74

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Administrator Attitudes, *Administrator Education, Certification, Educational Administration, Elementary Secondary Education, *Management Development, *Occupational Surveys, Professional Training, School Surveys

Identifiers—*Minneapolis, Minnesota

In November 1973 the Minneapolis Public Schools' Leadership Development Committee conducted a needs assessment of school administrators' professional development requirements. Three-fourths of the approximately 260 people surveyed returned the survey questionnaires. The respondents were mainly principals and assistant principals. Findings of the survey indicate that almost 40 percent of the respondents are in definite need of information regarding recertification. One-third of all respondents need to be recertified but don't know how to go about it. The people in greatest need of recertification information are those who have been in the school system ten years or less. There is also a need for more opportunity for professional development. Only 30 percent of the respondents felt there was ample opportunity to meet all professional

development needs. The most frequently named needs were human relations training and college coursework. Two-thirds of all respondents had specific suggestions or requests for kinds of training or experience they would like, regardless of recertification requirements. The most desired training was in the general area of management skills. Curriculum development, alternative education, and evaluation skills were also frequently requested. (Author/JG)

ED 109 827 24 **EA 007 415**

Pedersen, Geneva Ann

Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report.

Archdiocese of Chicago School Board, Ill. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0162

Pub Date Sep 70

Grant—OEG-5-9-230162-0031

Note—41p.; Appendix D (one page) may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Catholic Schools, *Change Strategies, *Curriculum Design, Educational Change, Educational Objectives, *Individualized Instruction, Individualized Programs, Secondary Education, Staff Improvement, *Student Centered Curriculum

The organic curriculum is an attempt to meet challenges to education in a systematic way instead of dealing with each as an isolated segment. It proposes to radically change the present secondary educational program in the direction of the learner-oriented curriculum. The objective of the program is to integrate academic training, occupational training, and personal development in grades nine through twelve. Two Chicago Catholic high schools participated in the nationwide network entitled Educational Systems for the 1970s. The local coordinator's main objective was to assist the two schools in becoming more learner-responsive institutions through interaction with the faculty, administration, and students of the schools. As a result of the program, teachers have begun to revise the curriculum and their teaching methods and to write individualized courses of instruction, and the staffs of the schools are aware of the need to implement performance objectives. The major recommendation is that the program be continued because it has made a significant impact on the schools. Appendixes provide examples of materials used in and generated by the two schools. (Author/IRT)

ED 109 828 95 **EA 007 416**

Svenson, Edwin V.

Observations on Emerging Relationships between Regional Educational Laboratories and State Departments of Education.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agency Role, Change Agents, Elementary Secondary Education, *Federal Programs, *Federal State Relationship, Field Studies, Information Dissemination, *Interagency Cooperation, Questionnaires, *State Departments of Education

Identifiers—*Regional Educational Laboratories

This study examines the emerging relationships between the Regional Educational Laboratories (RELs) created by the Elementary and Secondary Education Act of 1965 and various other educational agencies with which RELs work. A major purpose of the investigation was to identify those factors that encourage or obstruct the development of effective working relationships between RELs and other educational agencies. Information for the study was gathered through intensive discussions and interviews with principal persons associated with selected RELs and State Departments of Education. The interview schedule covered the spectrum of activities in certain areas of interest common to both RELs and State Departments of Education and allowed the research team to examine all stages of educational program development. In addition, available information in the files of the United States

Office of Education was reviewed to trace the historical development of the REL program as it affected interagency relationships. A sample of the survey questionnaire is contained in the appendix. (Author/JG)

ED 109 829 EA 007 417
Clarizio, Harvey

Some Myths Regarding the Use of Corporal Punishment in the Schools.

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Development, *Corporal Punishment, *Discipline, *Discipline Policy, Elementary Secondary Education, Individual Development, Punishment, Self Control, *Student Behavior

Studies of child-rearing practices have consistently shown that the degree of physical punishment used by parents is positively correlated with various forms of psychopathology and negatively related to conscience development. One explanation of these findings has to do with modeling; the child learns by example that aggressiveness toward those of lesser power is permissible. Many educators maintain that judicious occasional use of corporal punishment is beneficial to the child. While resulting in immediate decrements in the undesired behavior, however, occasional punishment actually strengthens the behavior by allowing it to be intermittently reinforced. Unfortunately, many educators are apparently unaware that effective and more humane alternatives exist. A list of techniques for maintaining discipline without physical punishment was prepared by the National Education Association Task Force on Corporal Punishment. From the limited amount of research on the popularity of physical punishment, it appears that approximately 55-65 percent of school officials, but only one-third of parents, feel that it is an effective technique. (Author/JG)

ED 109 830 EA 007 418

Bhola, H. S.

The Grammar of Artfactual Action.

Pub Date Aug 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Change Agents, *Change Strategies, Conceptual Schemes, Educational Innovation, Interaction Process Analysis, *Intervention, *Organizational Change, *Theories

This paper examines the process of intervention design as it relates to the grammar of artfactual action. In his discussion, the author identifies three separate elements of artfactual action. These elements include defining the situation of action and the change agent's relationship to the situation; generating typical expectations about objectives, motivations, and patterns of interaction within the defined situation; and observing the situation to collect data necessary to correct the typical expectations about the situation. Designing an intervention involves a combination of these three related processes. The author suggests that the essence of such an intervention strategy is to increase the power of the innovator system or to enable those in the adopter system to make more satisfying power transactions. Which form of power is applied in a particular change situation will be determined by the values of the change agent. (Author/JG)

ED 109 831 EA 007 419

Simon, Roger I. And Others

The Development and Evaluation of an Alternative High School: A Report on S. E. E. (School of Experiential Education), Phase I.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Jan 73

Note—64p.; For related document, see EA 007 420. Best copy available

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, *Alternative Schools, *Educational Alternatives, Educational Assessment, *Evaluation Methods, *Experimental Programs, Learning Activities, Parent Attitudes, *Program Evaluation, Secondary Education

Identifiers—Canada, School of Experiential Education

SEE (School of Experiential Education) is in its second year of operation as an alternative high school created to provide an environment and set of learning experiences different from any previously available in the Etobicoke system. This phase of the SEE report provides some basic descriptive information about the school program and a framework for its evaluation rather than a thorough evaluation, which is planned for Phase II. The future evaluation of SEE should deal with at least the following three questions: Does SEE provide an alternative environment for education? Is SEE developing a workable process for evaluating and modifying its own day-to-day operations? Are students, parents, and teachers satisfied with the program at SEE? This initial examination of the school's activities, problems, and personnel provides some evidence that SEE is offering an environment students view as an alternative and that the school as an organization is developing a facility for self-examination and change. Appendixes provide extensive information in tables and graphs. (Author/IRT)

ED 109 832 95 EA 007 454

Lieberman, Myron

Identification and Evaluation of Legal Constraints on Educational Productivity. Final Report.

City Univ. of New York, N.Y. Bernard Baruch Coll.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0231

Pub Date 1 Jun 75

Grant—NE-G-00-3-0112

Note—188p.; Best copy available; Appendixes will reproduce poorly

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Academic Achievement, *Collective Bargaining, Contract Salaries, *Educational Assessment, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Policy, Productivity, Sabbatical Leaves, State Boards of Education, *State Legislation, State Standards, Tenure

This study identified and evaluated state legal constraints on educational productivity. Three possible legal constraints on productivity were identified: (1) state laws providing for administrative tenure, (2) state legislation on sabbatical leaves, and (3) state laws on terms and conditions of employment for teachers. Relevant statutes were identified and analyzed for this study. Proposed federal legislation that would affect these state statutes, and hence educational productivity, was also analyzed. The major conclusions and recommendations are as follows: (1) legislated terms and conditions of educational employment are responsible for significant inefficiencies that vary considerably from state to state; (2) the state legislation on educational employment is largely inconsistent with a bargaining approach to educational employment; (3) the emergence of state public employee collective bargaining legislation provides a feasible rationale for repeal or modification of statutory terms and conditions of employment that generate major inefficiencies; and (4) both state and federal public employee bargaining laws, if enacted, should resolve potential conflicts between contractual agreements and state statutes and, insofar as feasible, eliminate state restrictions on educational productivity. (Author)

EC

ED 109 833 EC 071 943

McGovern, Kevin B. Brummer, Esther R.

Films in Mental Retardation: A Select Annotated Bibliography. Working Paper No. 68.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Pub Date Mar 73

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, *Bibliographies, Exceptional Child Education, *Films, Instructional Media, *Mentally Handicapped, Professional Education, Program Descriptions, Theories

The annotated bibliography lists 33, 16 millimeter films previewed and/or used by the training staff of the Oregon Rehabilitation Research and Training Center in Mental Retardation. Many of the films describe current treatment strategies, programs, attitudes, concepts, or theories related to the habilitation of the retarded. In Section A, a descriptive summary of each film is provided which includes the film length, whether or not it is in color, and suggestions for appropriate use. Section B lists the names and addresses of distributors, and Section C indexes films under subjects such as behavior modification approaches and community services. (LS)

ED 109 834 EC 073 085

Gershon, Theodore J.

A Handbook for Employment Orientation Teachers of Special Needs Students.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Oct 73

Note—37p.; For related information see EC 073112

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Exceptional Child Education, *Handicapped Children, Prevocational Education, Program Descriptions, *Program Development, Secondary Education, Vocational Adjustment, *Vocational Education, Work Attitudes

Described are the rationale for and development of employment orientation programs for handicapped secondary students in New Jersey. Background information (including operational definitions of handicapped children and a review of the historical development of special education) is provided. It is explained that the employment orientation programs, which emphasize appropriate work habits and attitudes, consist of two parts: a simulated work phase and basic skill training for specific vocational areas. Discussed is the importance of a total career development approach from kindergarten through high school, and cited are examples of New Jersey vocational secondary programs (including integrated programs and sheltered workshops). A final section touches on basic principles of teaching the handicapped child. (CL)

ED 109 835 EC 073 112

Columbo, Joseph C. And Others

Guidelines for Employment Orientation Programs for Special Needs Students; A Broad Basic Curriculum.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date May 73

Note—110p.; For related information see EC 073085

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Guides, Exceptional Child Education, *Handicapped Children, *Job Skills, *Prevocational Education, Secondary Education, Vocational Adjustment

Presented are curriculum guidelines for employment orientation programs for handicapped secondary students in New Jersey. Basic skill training is described for 10 vocational cluster areas: bench work, food service, building custodian, clerical work, transportation, distribution and sales, construction trades, health service, horticulture and miscellaneous service occupations. It is emphasized that the student receives broad exposures necessary for entry into many areas of employment rather than in depth training for specific trades. Included in the discussion of each cluster area are objectives, outlines of basic skills and their component parts, references, and suggested practical work experiences. (CL)

ED 109 836 EC 073 116

Browning, Philip L.

Several Issues in Mental Retardation: A Needed Perspective? Working Paper No. 81.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Pub Date Mar 75

Note—14p.; A form of this paper was presented at the Conference for State Executive Directors of the National Association for Retarded Citizens (Madison, Wisconsin, June 24-27, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adjustment (to Environment), Community Attitudes, *Educational Philosophy, Exceptional Child Services, Labeling (of Persons), *Mentally Handicapped, *Normalization (Handicapped), *Social Attitudes

Identifiers—*Deinstitutionalization

The author expresses concern about potentially damaging effects to mentally retarded persons from deinstitutionalization and normalization practices. Cited are the public's lack of awareness and the professionals' misplaced emphasis on researching the public attitude rather than improving the retardates' training. It is explained that there is a need to examine the impact of normalization and deinstitutionalization policies on the feelings and behavior of retarded persons. (CL)

ED 109 837 EC 073 164

Gottlieb, Jay

Public, Peer, and Professional Attitudes Toward Mentally Retarded Persons. Studies in Learning Potential—Volume 4, Number 78.

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date 74

Note—54p.; Paper presented at conference entitled, "The Mentally Retarded and Society: A Social Science Perspective" (Niles, Michigan, April 17-20, 1974)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Attitudes, Changing Attitudes, Exceptional Child Research, *Mentally Handicapped, *Peer Relationship, *Research Reviews (Publications), *Social Attitudes, *Teacher Attitudes

Reviewed is research dealing with the attitudes of the public, peers and professionals toward the mentally retarded. The contradictory nature of many studies is cited, and the influence of such factors as misconceptions and contact with retardates on public attitudes is described. Studies of peer attitudes toward the retarded are considered in terms of sociometric investigations of such factors as social status and class placement, and attitudinal measures including studies of children's reactions to retarded peers. A final section summarizes research on professionals' attitudes toward the retarded child. (CL)

ED 109 838 EC 073 209

Gysbers, Norman E. West, Lynda L.

Career Education: Its Implications for the Educable Retarded. Project Price Working Paper No. 3.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 75

Grant—OEG-0-74-2789

Note—22p.; For related information see EC 073 210

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Curriculum Guides, *Daily Living Skills, *Educable Mentally Handicapped, Exceptional Child Education, *Interpersonal Competence, Mentally Handicapped, Prevocational Education, Program Descriptions, Social Adjustment

Identifiers—Project PRICE

Described is Project PRICE (Programing Retarded in Career Education), for educable retarded students from kindergarten through grade 12. Dealt with in three sections are a review of the literature and a discussion of such critical issues as the work ethic vs. the life ethic (concerning the major program emphasis in career education). It is explained that Project PRICE provides a curriculum with emphasis on three areas of competencies: daily living skills (such as managing family finances and caring for personal needs), personal social skills (including achieving self confidence and communicating adequately with others), and occupational guidance and preparation (such as knowing and exploring occupational possibilities and exhibiting appropriate work habits and behavior). (CL)

ED 109 839 95 EC 073 210

McIntosh, Sara And Others

Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. Project Price Working Paper No. 4.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 75

Grant—OEG-0-74-2789

Note—48p.; For related information see EC 073 209

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Career Education, Curriculum Guides, *Daily Living Skills, *Educable Mentally Handicapped, Exceptional Child Education, Interpersonal Competence, Mentally Handicapped, Prevocational Education, *Social Adjustment

Identifiers—Project PRICE

Presented as a part of Project PRICE (Programing Retarded in Career Education) for primary through secondary age educable retarded persons, are behavioral objectives for 22 competencies in the areas of daily living skills, personal social skills, and occupational guidance and preparation. It is explained that the competencies should comprise the basic objectives of educational programs for these students. A brief review of the literature precedes the listing of skills in each area. Examples of subcompetencies of a daily living skill (caring for personal needs) are abilities to dress appropriately, to demonstrate knowledge of physical fitness and nutrition and to demonstrate knowledge of illness prevention and treatment methods. (CL)

ED 109 840 EC 073 220

Polansky, Norman A. And Others

Child Neglect: State of Knowledge. Final Report.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date Jul 74

Note—154p.; For related information see EC 073 221; Best copy available

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Definitions, Disadvantaged Youth, Emotional Problems, *Etiology, Exceptional Child Services, *Identification, *Incidence, Intervention, *Prevention

Identifiers—*Neglected Children

The discussion of child neglect considers the following topics: definition, prevalence, etiology, identification and case finding, sequelae, prevention, and treatment. The differences between child neglect and child abuse and between the legal and professional definitions of child neglect are pointed out, and an operational definition is provided. Prevalence statistics from various states are cited and problems of obtaining accurate statistics are noted. Etiology is examined in terms such as economic factors, cultural values and child caring, and parental pathology. Included in a section on identification and case finding are discussions of large scale organization for adequate casefinding and early warning signals. Among consequences of child neglect reviewed are physical, emotional, and cognitive effects. A section on prevention focuses on child advocacy programs for families at risk, birth control, and day care. Approaches to treatment described include social casework, placement, parent-child community programs, and mental health centers. (LS)

ED 109 841 EC 073 221

Polansky, N. A. And Others

Child Neglect: An Annotated Bibliography.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date Jan 75

Note—94p.; For related information see EC 073 220; Best copy available

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Bibliographies, Disadvantaged Youth, *Etiology, Exceptional Child Research, *Identification, *Prevention

Identifiers—*Neglected Children

The bibliography on child neglect includes approximately 130 entries grouped under the following categories: general, prevention, identification, etiology, treatment, and sequelae. Within each category, articles appear in alphabetical order by author's name and usually include the title, date of publication, source, length, and an abstract. (LS)

ED 109 842 EC 073 240

Daniels, Lester W. Campbell, David H.

Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).

Sweetwater Union High School District, Chula Vista, Calif.

Pub Date 74

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Curriculum Guides, *Educable Mentally Handicapped, Educational Philosophy, Exceptional Child Education, *Interpersonal Competence, Mentally Handicapped, *Program Descriptions, *Public Schools, Secondary Education, Special Classes, Teaching Methods

Described are the philosophy, goals, and objectives of a secondary special education class for educable mentally retarded students. Listed are unit titles and suggested methods and materials for the following eight program objectives: vocational and occupational development, economic independence, interpersonal relationship, health, leisure activity, family living, citizenship and government, and functioning in the "normal" world. Four appendices, comprising half of the document, provide information on audiovisual materials, vocational resource materials, teacher responsibilities, educational-vocational program forms, and miscellaneous topics such as student self evaluation. (CL)

ED 109 843 EC 073 241

A Special Conference on Arts for the Mentally Retarded at John F. Kennedy Center for the Performing Arts, Washington, D.C.

New York State Education Dept., Albany. Div. of Humanities and Arts; New York Univ., N.Y.

Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date May 74

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Art, Creative Expression, Exceptional Child Education, *Handicrafts, *Mentally Handicapped, *Music, *Workshops

Described is a one day workshop on arts for the mentally retarded. The program featured student demonstrations in the following areas: music; creative video; puppetry; image building activities (developing motor, conceptual, and social skills); and crafts. Emphasized are ways in which these activities heighten the child's learning. Provided is a list of workshop participants. (CL)

ED 109 844 EC 073 242

Souma, Alfred M. And Others

Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level.

Fitchburg State Coll., Mass.

Pub Date 74

Note—63p.; A research project in curriculum development

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, Exceptional Child Education, Leisure Time, Marriage, Mentally Handicapped, Money Management, Physical Fitness, Safety Education, Secondary Education, *Self Concept, Sex Education, *Social Adjustment

Presented is a social living curriculum for educable retarded secondary students. Outlined are procedures for teaching the following eight units: self concept and social attitudes, leisure time, communications, safety and first aid, health and physical fitness, citizenship participation, money and financing, vocational and occupational needs, drug abuse, human development, and marriage and the family. Examples of specific topics covered include prevention of kitchen accidents (safety and first aid) and weight control (health and physical fitness). (CL)

ED 109 845 EC 073 243

Steward, Kathy L.

Curriculum Guide in Sex Education for the TMR.

Pub Date 73

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Class Activities, Contraception, Curriculum Guides, Exceptional Child Education, *Maturation, Mentally Handicapped, *Physical Development, Psychological Needs, Secondary Education, *Sex Education, *Trainable Mentally Handicapped

Presented is a sex education curriculum guide for teachers of trainable retarded students ages 12 to 21 years. The guide is divided into six units: body parts, gender identification, and restroom signs; living things; reproduction; growth; adolescence, menstruation, and street language; and maturity (including sexual feelings and birth control). Suggested materials for each unit are provided. Listed within each unit are behavioral objectives and sequential activities. Included is a bibliography of approximately 80 references. (CL)

ED 109 846

EC 073 253

Findley, Carol

Implementing Mini Programs for Middle School Gifted Students, Parts 1-4. Broward Community Coll., Fort Lauderdale, Fla.; Broward County School Board, Fort Lauderdale, Fla.

Pub Date 75

Note—495p.; Ph.D. Dissertation, Nova University
EDRS Price MF-\$0.92 HC-\$24.75 PLUS POSTAGE

Descriptors—Cooperative Programs, *Enrichment, Exceptional Child Education, *Gifted, Junior High Schools, Literature Reviews, *Program Descriptions, *Program Evaluation, Records (Forms), Secondary Education, Student Attitudes

Identifiers—Florida

Described and evaluated are a series of mini programs for middle school gifted students developed through a cooperative effort by Broward Community College and the School Board of Broward County, Florida. A section on implementation of the project includes the goals and philosophy of the program, and a review of the literature on gifted programs throughout the country. Provided are pre and post tests, summaries of student reactions, and discussions by instructors of the seven mini programs in the areas of astronomy, library, learning resources, psychology, art, self-concept, and communications. Reviewed is the development of the Broward County Gifted Program and of national, state, and county programs. Reported are results of surveys of participating students' and their parents' attitudes toward the program, principals' interest in having their schools participate, and teachers' evaluations of workshops on the gifted. It is explained that the program was evaluated on the basis of pre and post test scores, student questionnaires, and parent questionnaires for 20 of the 40 students who participated in the pilot project; and that the project was found to be an effective vehicle for enhancing cognitive and affective characteristics of gifted students. Appended are forms and correspondence pertaining to such program aspects as evaluation, workshop presentations and field trips. (LS)

ED 109 847

EC 073 255

Publications of I.L.S.M.H. [International League of Societies for The Mentally Handicapped]

Member Societies: General Index: 1973. International Information Service on Mental Retardation, San Sebastian (Spain).

Pub Date [75]

Note—411p.

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

Descriptors—Classification, Exceptional Child Research, *International Organizations, Legislation, Medical Research, *Mentally Handicapped, Rehabilitation, Religion, *Research Reviews (Publications), Social Influences, *Special Education

Presented is the 1973 general publications index of the International League of Societies for the Mentally Handicapped. Listed are the 31 journals (such as newsletters from Singapore, Belgium, and Scotland) included in the index. The first section is a subject index covering such topics as information, medicine, special education, legislation, social questions, religion, classification and terminology, sex and affectivity, and literature. The second section is comprised of a subject listing of references mentioned in the bulletins with number, page, and title of the publication where the references appear provided. (CL)

ED 109 848

EC 073 257

Trainable Mentally Retarded Individual Behavioral Assessment Guide (BAG).

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date Feb 74

Note—134p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Art, Behavior, *Behavioral Objectives, Communication Skills, *Evaluation Methods, Exceptional Child Education, Interpersonal Competence, Mathematics, Mentally Handicapped, Physical Education, *Rating Scales, Recreation, Safety Education, Self Care Skills, *Student Evaluation, *Trainable Mentally Handicapped

Identifiers—Informal Assessment

Presented is the individual Behavior Assessment Guide (BAG) for trainable mentally handicapped children. It is explained that the BAG, developed by teachers and staff members, is designed to serve as the basis for individualized programs. Following is a list of curriculum areas with examples of sub skills in parentheses: communication (pre-articulation and visual perception skills), self-help (toileting and shaving), art (color recognition and clay modeling), woodwork (tack hammer and tape measure use), safety (protective vocabulary and bus safety), math concepts (vocabulary and money skills), physical education and recreation (rolling and catching), and social competency (cooperation and self control in a crowd). (CL)

ED 109 849

EC 073 258

A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date 70

Note—119p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, Exceptional Child Education, Health, Job Skills, *Language Arts, Mathematics, Mentally Handicapped, Personal Adjustment, Physical Development, Safety Education, Sciences, *Secondary Education, Social Adjustment, *Social Studies

Presented is a curriculum guide for educable mentally retarded pupils in grades seven through twelve. Summarized are objectives for the junior high level (including personal and social adjustment) and the senior high level (such as recreation and leisure time skills). Goals, activities, and suggested topics for experience units are listed for grades 7-8, 9-10 and 11-12 in the following curriculum areas: personal and social adjustment, occupational competence, health, physical development, safety, oral language arts skills, written language arts skills, number concepts, science, geography, history, and civics. Audiovisual materials are listed according to curriculum areas for junior and senior high levels. (CL)

ED 109 850

EC 073 259

A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date 70

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, *Elementary Education, Exceptional Child Education, Health, *Language Arts, Mathematics, Mentally Handicapped, Personal Adjustment, Physical Development, *Program Descriptions, Safety Education, Sciences, Social Adjustment

Presented is a curriculum guide and description of a program for educable mentally retarded elementary school children. Considered are such program aspects as philosophy and rationale, pupil selection and school-community relations. Goals, activities and suggested topics for experience units are listed for grades K-3, 4-6, and 7-8 in the following curriculum areas: personal and social adjustment, health habits, physical development, safety, oral and written language arts skills, number concepts, and elementary science. Listed are selected resource materials for

the curriculum areas. Four appendixes provide information on legal aspects and implications, evaluation of the child's progress and a diagram of classroom layout. (CL)

ED 109 851

EC 073 343

State Plan for Special Education and Services.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Administration, Career Education, Equal Education, Exceptional Child Education, *Handicapped Children, Interagency Cooperation, *Program Planning, *Services, *Special Education, Student Evaluation, Teacher Certification, Teacher Education

Identifiers—Hawaii

Presented is Hawaii's state plan for the provision of special education and services to all handicapped children under 20 years of age by 1980-81. Explained in Chapter I are the philosophic and legal bases for the plan, including the right to equal educational opportunities for children with the following handicapping conditions: mental retardation, hearing handicaps, speech impairments, visual handicaps, physical handicaps and special health problems, serious emotional disturbance, specific learning disabilities, or multiple handicaps. Nine other chapters cover topics such as the special education roles and responsibilities of the State Department of Education and other cooperating public and private agencies; program delivery options (including resource, itinerant and non-public school services); identification, diagnosis and prescription; career and vocational education; preservice and inservice training and certification of special education personnel; management systems; and implementation plans. Appended is a copy of Section 301 of Hawaii's revised statutes concerning exceptional children. (LH)

ED 109 852

EC 073 344

A Course of Study for the Trainable Mentally Retarded: A Guide to Curriculum Development in Elementary and Secondary Schools.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date Jun 67

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Art, *Curriculum Guides, Elementary Education, Exceptional Child Education, Language Development, Mentally Handicapped, Music, Physical Development, Secondary Education, Self Care Skills, *Self Concept, *Social Development, *Trainable Mentally Handicapped

Identifiers—Personal Independence

Presented is a curriculum guide for elementary and secondary level trainable mentally retarded students. Objectives and illustrative behaviors are provided for the following aspects of personal development: self-awareness and self-concept, self-help independence, physical development (including body image and motor skills), music, and art. Among the skills discussed in a section on growing within the environment are learning to participate in a variety of situations (including work, play, and leisure); developing appropriate behaviors in the home, school, and community; strengthening communication skills; developing time, space, measurement, and money concepts; learning homemaking skills; and developing vocational abilities. Provided in two appendixes are a discussion of legal provisions concerning curriculum development for the trainable retarded and a list of suggested furniture and equipment. (CL)

ED 109 853

EC 073 345

Brown, Bertram S. And Others

Behavior Modification: Perspective on a Current Issue.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-202

Pub Date 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, *Behavior Change, Civil Liberties, Court Cases, Criminals, *Ethics, *Evaluation, *General Education, *Operant Conditioning, Positive Reinforcement

Presented is an overview of the history and current methods and a review of some critical issues related to behavior modification. Behavior modification is defined, and examples of methods such as positive reinforcement, aversive control, and systematic desensitization are provided. Summarized are evaluations of the effectiveness of behavior modification, and notes are current programs supported by the Alcohol, Drug Abuse, and Mental Health Administration. Examined are critical issues including the fear of control, the use of aversive control, and use of behavior modification in prisons. Also discussed are implications for behavior modification of emerging legal rulings, and attempts to impose ethical safeguards for behavior modification programs. (LS)

ED 109 854 EC 073 346
Tufts, Jean

A Report on the Development of Vocational Programs for Exceptional Children.

New England Program in Teacher Education, Durham, N.H.

Spons Agency—New Hampshire Supervisory Union 16, Exeter.

Pub Date Apr 75
Note—225p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Community Resources, *Employment Opportunities, Exceptional Child Education, *Handicapped Children, Needs, Program Descriptions, *Program Evaluation, *School Districts, Sheltered Workshops, *Vocational Education, Vocational Rehabilitation
Identifiers—New Hampshire

Reported are results of a (1974-75) project in a New Hampshire school district which assessed the vocational needs of handicapped children in that district, the potential for their employment in the community, and the school potential for vocational programs. Provided is information such as the number of children by handicaps and present status and the geographic locations of children interviewed; a list of businesses interested in employing the handicapped, and descriptions of sheltered workshops in the area; and an evaluation of the special education program in the school district and a statement of philosophy and future objectives. Major recommendations cited include the need for employment of a vocational rehabilitation counselor and a social resource field person to develop vocational programs in special schools and classes. Also included are materials developed for the study such as handbooks for interviews of parents and of businesses and reporting forms for gathering information on vocational programs, businesses, and social agencies serving the handicapped. (LS)

ED 109 855 EC 073 347

Parent Training.
Castro Valley Unified School District, Calif.

Pub Date Oct 74
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Change, Child Development, *Child Rearing, Elementary Education, Exceptional Child Education, *Group Discussion, Guidelines, *Handicapped Children, Parent Child Relationship, Parent Counseling, *Parent Education, Program Descriptions

Described is a six week discussion group for parents of children in special and regular elementary school classes. It is explained that the program goals include stimulating parent involvement with the school and providing alternative methods of dealing with children's behavior. Outlined are group activities for the six meetings, program overview, and an expanded parent class lesson. Described are techniques of reflective listening, methods of changing unacceptable behavior, and 26 "new principles of child raising" (including suggestions to use natural and logical consequences and to eliminate criticism and minimize mistakes). A sample parent questionnaire and parent evaluation form are also provided. (CL)

ED 109 856 EC 073 348

Johnson, Steven B. Radius, Marcie

Teacher In-Service.

Castro Valley Unified School District, Calif.

Pub Date [74]

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educable Mentally Handicapped, Educationally Disadvantaged, Elementary Education, Exceptional Child Education, Group Discussion, *Guidelines, *Inservice Teacher Education, Institutes (Training Programs), Mentally Handicapped, *Regular Class Placement, Workshops

Presented are inservice education guidelines for elementary school teachers of mainstreamed educable mentally handicapped and learning disabled students. The Team Learning Center (California) Inservice program is described in terms of goals and objectives, content areas (covering academic and behavior management and communication), instructional approaches and evaluation. A suggested timeline for planning the inservice program (from needs assessment to the first meeting) is given. A typical meeting's agenda is described. Analyzed are major components necessary for effective inservice training, including identification of the problem, establishment of goals and objectives, use of resources, and the creation of an appropriate climate for training. A bibliography of 22 related documents is included, along with five appendices covering such aspects as inservice course content, and a sample meeting agenda. (CL)

ED 109 857 EC 073 349

Tutor Training.

Castro Valley Unified School District, Calif.

Pub Date [74]

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Conceptual Schemes, Elementary Education, *General Education, *Guidelines, Models, Peer Teaching, *Program Descriptions, Teaching Methods, *Tutoring

Presented are guidelines for developing a cross-age tutoring program in the elementary school. Program goals and expectations are said to include social and academic improvement, and increased self image of both tutors and younger children. Two models for cross-age tutoring are outlined, and the process of implementing the program is reviewed. Roles of the tutor trainer and of participants, methods of selecting and matching tutors, training techniques, feedback sessions, activities of the tutor-teacher and evaluation procedures are considered. Appended are materials used in the program, including a tutor information sheet, sample letter to parents regarding the program, evaluation forms, questionnaire and a student selfrating form. Sample overlay materials used in the program are also provided. (CL)

ED 109 858 EC 073 350

Leong, C. K.

Further Analysis of the Structure of the Revised Illinois Test of Psycholinguistic Abilities for Moderately Mentally Retarded Children.

Saskatchewan Univ., Saskatoon. Inst. of Child Guidance and Development.

Pub Date [75]

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Conceptual Schemes, Exceptional Child Research, *Language Research, *Language Tests, Mentally Handicapped, *Models, Test Construction, *Trainable Mentally Handicapped

Identifiers—*Illinois Test of Psycholinguistic Abilities

In two separate studies involving 98 and 59 moderately mentally retarded children (mean ages 12 and 11 years), factor analyses of the Revised Illinois Test of Psycholinguistic Abilities (ITPA) were performed to determine if the subtests corresponded to the theoretical model of communication channels, processes, and levels. In the first study, raw scores from the 10 ITPA subtests together with Benet IQ scores were analyzed; in the second study, the 10 ITPA subtests plus the Wechsler Intelligence Scale for Children (Verbal and Performance IQ's), the Los

Angeles Test of Perceptual-Motor Attributes and the Draw-A-Person Test were factor analyzed. Without loss of generality, both studies supported the channel separation in the theoretical model. (Author/CL)

ED 109 859 EC 073 351

Haupt, Edward J. Le fevre, Andrienne

Teaching Procedures for Neurologically Impaired and Retarded Children. Final Report.

Bergen Center for Child Development, Englewood, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Pub Date Jun 73

Grant—OEG 2-2 2B806

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescents, *Auditory Discrimination, Case Studies, Exceptional Child Education, *Nonverbal Communication, *Receptive Language, *Severely Handicapped, *Teaching Methods

A 14-year-old nonverbal severely handicapped boy received instruction in receptive language based on learning a "yes-no" indicator response and a variety of basic concepts. The procedures included scaling of preferences for common objects and basic teaching procedures for a "yes-no" indicator response to the question, "Do you like this?" Additional procedures were concerned with auditory discrimination and object discrimination. The scaling and "yes-no" discrimination procedures were successfully performed. The auditory discrimination revealed difficulty in the task analysis, resulting in the elimination of correct unprompted responses. Auditory discrimination was found to be a more basic task than previously indicated. (Appended are three sample activity descriptions, including making a "yes" and "no" response.) (Author/CL)

ED 109 860 EC 073 353

Welch, Michael W. Cook, J. Michael

Diagnostic and Identification Implications of Primary Mental Abilities Test for Educationally Deficient Children.

Louisiana State Univ., Baton Rouge.

Pub Date [74]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Diagnostic Tests, Educable Mentally Handicapped, Exceptional Child Research, *Handicapped Children, *Identification, Learning Disabilities, Mentally Handicapped, Screening Tests, *Test Interpretation

Identifiers—*Primary Mental Abilities Test

Evaluated were the diagnostic and identification implications of the Primary Mental Abilities Test (PMAT) with 241 educable retarded, learning disabled, slow learning, and normal children (mean ages 8 to 9 years). Correlations between PMAT scores and Stanford Achievement Test scores were significant for the low IQ Ss, but not for the normal IQ Ss. Cluster analysis indicated a clear distinction between low and normal IQ Ss with no other distinguishable variables (such as sex or score patterns). Data suggested that while the PMAT was not useful for early identification of learning disabled or underachieving children, it was an efficient diagnostic test for children with lower intellectual ability. (CL)

ED 109 861 EC 073 371

Handbook for Speech Correction, Grades K-12.

Curriculum Bulletin 1973-74, Series Number 6. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74

Note—231p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$7.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Curriculum Guides, Early Childhood Education, Elementary Education, Exceptional Child Education, Instructional Materials, *Lesson Plans, *Program Descriptions, Program Planning, Public Schools, *Resource Guides, Secondary Education, Speech Evaluation, *Speech Handicapped, *Speech Therapy
Identifiers—New York

The handbook describes the speech correction program of the New York City school system (Grades K-12), outlines the duties and responsibilities of the speech teacher, and presents guidelines, resource materials and lesson plans for use with speech handicapped students. Covered in the first three chapters are aspects of program organization (such as screening and diagnosing, referral, and letters to parents); speech therapy procedures (including suggestions for planning the clinical program and a lesson plan outline); and an outline of programs in senior high schools (including testing, selecting cases, and motivation). Provided in Chapter 4 are therapy procedures and lesson plans for correction of the following speech problems: articulatory defects; lisp; lalling; mixed articulatory defects and delayed speech; tongue thrust; problems related to cleft palate, cerebral palsy and hearing loss; cluttering; stuttering; voice disorders, and foreign accents. Appendixes focus on the following topics: forms and letters, a speech therapy program checklist, program implementation, publicity, teaching aids, diagnostic testing, a selected bibliography, and a list of publishers of speech materials. (LS)

ED 109 862 EC 073 372

Harlow, Mary Jane P. And Others

Post Secondary Programs for the Deaf: V. Follow-Up Data Analysis. Research Report No. 79.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Grant—OEG-09-332189-4533(032)

Note—36p. For other monographs in the series see ED 106 998, 106 999, 107 002, and 107 009

EDRS Price MF\$0.76 HC\$1.95 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Education, *Followup Studies, Job Placement, Job Skills, Post Secondary Education, *Program Evaluation, Technical Education, *Vocational Education

The fifth of a series of six monographs provides followup data on 467 former students of three postsecondary vocational technical programs for the deaf. Introductory information includes objectives of the study (such as providing developing postsecondary programs with guidelines for establishing programs for the deaf) and a summary of the contents of each monograph in the series. Presented are data on Ss' areas of training, status (including the number of graduates, withdrawals, job placement status, and geographic origin). Among conclusions noted are that although there is a broadened range of postsecondary course offerings available, students tend to be placed in a limited number of subject areas, and that placement tends to be along sex lines. (LS)

ED 109 863 EC 073 394

Early Childhood Identification: A Selective Bibliography. Exceptional Child Bibliography Series No. 606.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—26p.

Document Not Available from EDRS

Descriptors—Abstracts, Aurally Handicapped, *Bibliographies, Disadvantaged Youth, *Early Childhood, Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Identification, *Infancy, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Speech Handicapped, Testing, Visually Handicapped

Identifiers—Developmental Disabilities

The annotated bibliography on the early childhood identification of the handicapped or gifted contains approximately 100 abstracts and associated indexing information for documents published from 1967 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educational Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data

(identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included are organized into three categories (general, infancy, and tests) and treat aspects such as child development, preschool evaluation, screening tests, intervention, diagnostic teaching, and predictive measurement for the following areas of exceptionality: aural, mental, physical, visual, speech and emotional handicaps; learning disabilities; disadvantaged youth; and developmental disabilities. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 864 EC 073 396

Normalization (Handicapped): A Selective Bibliography. Exceptional Child Bibliography Series No. 650.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—30p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, Aurally Handicapped, *Bibliographies, Emotionally Disturbed, Equal Education, Exceptional Child Education, Exceptional Child Services, Group Living, *Handicapped Children, *Mentally Handicapped, *Normalization (Handicapped), Physically Handicapped, Regular Class Placement, *Severely Handicapped, Visually Handicapped

The annotated bibliography on normalization of the handicapped contains approximately 120 abstracts and associated indexing information for documents published from 1962 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educational Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as group living, program descriptions, community programs, vocational rehabilitation, equal education, social adjustment, and regular class placement and are grouped within the following categories: general, aurally handicapped, visually handicapped, physically handicapped, emotionally disturbed, and mentally handicapped. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 865 EC 073 397

Gifted: Handicapped, Disadvantaged and Underachievers: A Selective Bibliography. Exceptional Child Bibliography Series No. 660.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—26p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, *Bibliographies, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Ethnic Groups, Exceptional Child Education, Exceptional Child Research, Females, *Gifted, *Handicapped Children, Minority Groups, Negroes, Rural Education, *Underachievers

The annotated bibliography on handicapped, disadvantaged and underachieving gifted students contains approximately 100 abstracts and associated indexing information for documents published from 1957 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educational Resources Information Center (ERIC). It is

explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as educational needs, teaching methods, creative thinking, talent identification, curriculum development, culture free tests, self concept and motivation and are grouped within the following categories: handicapped children, culturally disadvantaged, economically disadvantaged, ethnic and racial minority groups, disadvantaged women, the rural disadvantaged, and underachievers. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 866 EC 073 398

Early Childhood Intervention-General Theory and Programs: A Selective Bibliography. Exceptional Child Bibliography Series No. 662.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—27p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, Behavior Change, *Bibliographies, *Early Childhood Education, Exceptional Child Education, *Handicapped Children, Identification, Infancy, *Intervention, Language Development, Learning Disabilities, Learning Theories, Mentally Handicapped, Parent Education, Parent Role, Perceptual Development, *Program Descriptions, Teaching Methods

Identifiers—Developmental Disabilities

The annotated bibliography on early childhood intervention-general theory and programs for handicapped children contains approximately 100 abstracts and associated indexing information for documents published from 1968 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educational Resources Information Center (ERIC). Titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as identification, educational objectives, cognitive development, perceptual development, language development, parent role, parent education, demonstration projects, curriculum, teacher education, teaching methods, behavior change, and instructional materials. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 867 EC 073 399

Identification of the Gifted: Tests and Measurements: A Selective Bibliography. Exceptional Child Bibliography Series No. 668.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—12p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, Academic Achievement, *Bibliographies, Creativity, Culture Free Tests, Exceptional Child Education, Exceptional Child Research, *Gifted, *Identification, *Measurement, Parent Role, Predictive Measurement, Program Planning, Psychological Characteristics, Teacher Role, *Testing, Test Interpretation, Test Reliability, Test Validity

The annotated bibliography on tests and measurements for identification of the gifted contains

approximately 75 abstracts and associated indexing information for documents published from 1959 to 1973 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). Titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as student evaluation, test interpretation, test reliability, test validity, creativity, predictive measurement, academic achievement, teacher role, parent role, psychological characteristics, enrichment, program planning, and culture free tests. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 868 EC 073 400

Early Childhood Intervention-Exceptionalities: A Selective Bibliography. Exceptional Child Bibliography Series No. 669.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—32p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091. (\$4.00)

Document Not Available from EDRS

Descriptors—Aurally Handicapped, *Bibliographies, *Early Childhood Education, Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, Gifted, *Handicapped Children, *Infancy, *Intervention, Learning Disabilities, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, Program Descriptions, Stimulation, Visually Handicapped

The annotated bibliography on early childhood intervention-exceptionalities contains approximately 150 abstracts and associated indexing information for documents published from 1968 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as intervention, stimulation, program descriptions, sensory training, parent education, language development, home visits, behavior change, operant conditioning, teaching methods, instructional materials, and curriculum guides and are grouped within the following categories: aurally handicapped, emotionally disturbed, gifted, learning disabilities, mentally handicapped, physically handicapped, visually handicapped, and multiply handicapped. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 869 EC 073 401

Early Childhood Intervention-Infancy: A Selective Bibliography. Exceptional Child Bibliography Series No. 670.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—14p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091. (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, *Bibliographies, Cerebral Palsy, Disadvantaged Youth, Early Childhood Education, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Infancy, *Intervention, Learning Disabilities, Mentally Handicapped, Multiply Handicapped, Parent Role, Program Descriptions, Speech Handicapped, *Stimulation, Visually Handicapped

disappointed, Parent Role, Program Descriptions, Speech Handicapped, *Stimulation, Visually Handicapped

Identifiers—Developmental Disabilities, Head Start

The annotated bibliography on early childhood intervention in infancy contains approximately 65 abstracts and associated indexing information for documents published from 1968 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as prevention, parent role, parent education, program descriptions, language development, cognitive development, instructional materials, stimulation, teaching methods, sensory experience, home instruction, and demonstration projects for the following areas of exceptionalities: learning disabilities, cerebral palsy, disadvantaged youth, mentally handicapped, multiply handicapped, visually handicapped, speech handicapped, and developmental disabilities. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 870 EC 073 402

Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—12p.

Available from—The Council for Exceptional Children Information Center, 1920 Association Drive, Reston, Virginia 22091. (\$4.00)

Document Not Available from EDRS

Descriptors—Abstracts, *Bibliographies, *Cultural Differences, Culturally Disadvantaged, *Disadvantaged Youth, *Early Childhood Education, Economically Disadvantaged, Exceptional Child Education, Exceptional Child Research, Infancy, *Intervention, Learning Disabilities, Mentally Handicapped, Minority Groups, Parent Role, Prevention, Program Effectiveness

Identifiers—Head Start

The annotated bibliography on early childhood intervention for the culturally different contains approximately 60 abstracts and associated indexing information for documents published from 1966 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as prevention, program effectiveness, parent role, parent education, language development, cognitive development, home visits, program descriptions, curriculum, and teaching methods. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ED 109 871 EC 073 406

A Report on the Mark Twain Staff Development Institute: July 1, 1971 to January 14, 1972.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Note—143p.; For related information, see EC 061847, EC 073407 and EC 073408.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Demonstration Projects, *Emotionally Disturbed, Evaluation, Exceptional Child Education, Individualized Instruction, *Institutes (Training Programs), Interpersonal Competence, Learning Difficulties, *Program Development, *Program Effectiveness, *Psychoeducational Processes, Secondary Education, Teacher Education

Identifiers—Education of the Handicapped Act (Title VI), Mark Twain Staff Development Institute, Montgomery County (Maryland)

Described is the 1971-72 Mark Twain School (Montgomery County, Maryland) staff development institute at which 38 regular classroom teachers were trained in individualized psychoeducational programming for emotionally disturbed adolescents with learning difficulties whose needs could not be met in regular secondary school programs. Five chapters deal with aspects such as establishing the school and the institute, selecting and training institute participants to teach at Mark Twain, evaluating achievement of the institute's functional goals (including development of trainees' skills in psychoeducational assessment, interpersonal relationships and behavior management), and recommendations for improving the training program (including provisions for supervised practice teaching and the development of techniques to assess trainees' competencies). Appendixes include a list of the institute's goals and subgoals and a description of instructional units. (LH)

ED 109 872 EC 073 407

Fagen, Stanley Checkon, Stephen

The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1972-73 Program Year.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—21-3566

Pub Date Mar 74

Grant—OEG-0-72-5151(603)

Note—109p.; For related information, see EC 061847, EC 073406 and EC 073407.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Demonstration Projects, *Emotionally Disturbed, Evaluation, Exceptional Child Education, *Institutes (Training Programs), Interpersonal Competence, Learning Difficulties, Performance Based Teacher Education, *Program Development, *Program Effectiveness, *Psychoeducational Processes, Secondary Education

Identifiers—Education of the Handicapped Act (Title IV), Mark Twain Teacher Internship Program, Montgomery County (Maryland)

Described and evaluated is the 1972-73 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections I and II cover aspects such as the program's history, goals and context and provide an overview of program operations and management (including curriculum and staff development). Evaluated in Section III is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain center, formulating intern selection procedures, developing a competency-based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section IV summarizes the report. Appendixes include a list of desired competencies and behavioral objectives, evaluation forms, and descriptions of evaluation instruments. (LH)

ED 109 873 EC 073 408

Fagen, Stanley Checkon, Stephen

The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—21-3566

Pub Date Dec 74

Grant—OEG-0-72-5151(603)

Note—131p.; For related information, see EC 061847, EC 073406 and EC 073407.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Demonstration Projects, *Emotionally Disturbed, Evaluation, Exceptional Child Education, *Institutes (Training Programs), Interpersonal Competence, Learning Difficulties, Performance Based Teacher Education, *Program Development, *Program Effectiveness, *Psychoeducational Processes, Secondary Education

Identifiers—Education of the Handicapped Act (Title IV), Mark Twain Teacher Internship Program, Montgomery County (Maryland)

Described and evaluated is the 1973-74 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections I and II cover aspects such as the program's history, goals and context and provide an overview of program operations and management (including curriculum and staff development). Evaluated in Section III is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain center, formulating intern selection procedures, developing a competency-based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section IV summarizes the report. Appendices include reports by an independent program auditor and by a curriculum review panel. (LH)

ED 109 874 EC 073 409
Crain, Jacqueline
Early Childhood Education for Diversely Handicapped Children.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-3-6-062679-1564(607)

Note—191p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Aurally Handicapped, Blind, Exceptional Child Education, Exceptional Child Services, Grouping (Instructional Purposes), *Handicapped Children, *Instructional Materials, Interdisciplinary Approach, *Intervention, *Language Development, Mentally Handicapped, Parent Role, Play, *Preschool Education, State Legislation, Student Evaluation

Identifiers—Illinois

Discussed in the handbook is a noncategorical, interdisciplinary approach to the provision of special education programs and services for handicapped children, 3-to 5-years-old. Among the topics covered are the importance of early intervention; communication and language development; educational intervention (including teaching methods for visually impaired, hearing impaired, and mentally retarded children as well as the therapeutic and instructional functions of play); screening and evaluation (including normal growth patterns in such areas as conceptual, motor, perceptual and social development); and parents' role. Specific information concerning exceptional child services, state legislation, and teaching policies and procedures is provided for Illinois. Also listed are instructional materials sources; periodicals pertaining to special children; early childhood books and pamphlets available from the Instructional Materials Center of the Illinois Department for Exceptional Children; and interview films, kits, filmstrips, and recordings. (LH)

ED 109 875 EC 073 410
Kimball, Wendy L.
Children's Services in Massachusetts. Annual Report 1974.

Massachusetts State Office for Children, Boston. Pub Date 74

Note—92p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administration, Advisory Committees, *Child Advocacy, Community Organizations, *Delivery Systems, Exceptional Child Services, *Handicapped Children, Interagency Cooperation, Program Budgeting, State Legislation, *State Programs

Identifiers—*Massachusetts

Presented is the 1974 annual report of the Office for Children, an agency responsible for monitoring and coordinating all services for children in Massachusetts. Among the aspects covered are administrative organization; the development and implementation of a special budget for new and expanded children's services; the formation of 39 community-based councils whose responsibilities include needs assessment and providing information and referral for individual children; Help for Children, an advocacy service that attempts to identify and close gaps in service delivery; publicity; and program development. Highlighted are 10 special projects related to such areas as foster care; day care; child abuse; and services for runaways, emotionally disturbed or delinquent adolescents, and children with physical, mental, or multiple handicaps. Briefly described are 1974 legislative efforts by the Office for Children and the creation of a statewide advisory council for children. (LH)

ED 109 876 EC 073 411
Training of Personnel to Serve Children with Special Needs: A Report from the Cooperative Planning Consortium of Special Education Programs in the University of North Carolina.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Pub Date 75

Note—167p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, Manpower Needs, Public Schools, *School Psychologists, *Special Education Teachers, *Speech Therapists, State Surveys, *Teacher Education, Universities

Identifiers—Needs Assessment, North Carolina

Reviewed are current higher education resources in North Carolina for training special educators, school psychologists, and speech and hearing specialists who serve handicapped children. It is explained that current resources were found to be inadequate when compared with projected needs for preservice training of new personnel and for inservice training to upgrade the qualifications of existing staff members. Recommendations are offered for augmenting existing training resources, for meeting future needs for increased personnel, and for initiating a field-based education system to assist public schools and agencies in upgrading and certifying current personnel. Appendices include data on active and developing training programs at the University of North Carolina and at private institutions of higher learning within the state. (LH)

ED 109 877 88 EC 073 444
Holliday, Frances B. Olswang, Lesley B.
School-Community Program in Early Childhood Development.

Evanston School District 65, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—121p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Child Development, Cooperative Programs, Early Childhood, *Educational Diagnosis, Exceptional Child Services, *Handicapped Children, Identification, *Intervention, *Program Descriptions, School Community Relationship, *Screening Tests

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (Evanston)

Described is the Program in Early Childhood Development (PECD), a school-community project initially funded under Title III to provide identification, diagnostic, and intervention services for 3-to 5-year-old children in Evanston, Illinois prior to kindergarten entry. Two major sections deal with screening procedures (in such areas as social-emotional development, gross and fine motor perception, and cognition) and formal and informal diagnosis (in such areas as vision, hearing, speech, and language). Depending on

the child's needs, it is explained that the program's intervention phase can consist of three alternatives: recommendations for remedial activities to be implemented by parents or preschool teachers; referral to a community agency for treatment; or enrollment in individual, small group, or multidisciplinary group therapy. A final section briefly covers information dissemination to kindergarten teachers and special services personnel. Sample history and evaluation forms are included in the screening section and in the appendices. (LH)

FL

ED 109 878 FL 003 778
Modern Language Learning in Adult Education.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 24 Nov 71

Note—62p.; Best copy available

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, Applied Linguistics, Credit Courses, *Credits, Educational Planning, Individualized Instruction, Instructional Innovation, International Programs, *Language Instruction, *Language Programs, Language Tests, Language Usage, Modern Languages, Psycholinguistics, *Second Language Learning, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Linguistic Content, *Unit Credit System

This publication contains a summary of the discussions and conclusions of a Council of Europe symposium on the organization of modern language teaching/learning in the form of a unit/credit system, in order to allow for an approach based on the individual motivations and capacities of the adult learner. Principal discussion topics include: new forms of organization of the linguistic content; types of evaluation within a unit/credit system; and means of implementing a unit/credit system in the teaching/learning of modern languages in adult education. Conclusions include practical suggestions and recommendations for instructional organization and research. Appendices contain a list of participants and a schematic inventory of language roles, activities and uses, entitled "Toward a Situational Definition of Language Contents in Foreign Languages." (AM)

ED 109 879 FL 004 090
Gardner, A. Bruce And Others

Teaching Spanish in School and College to Native Speakers of Spanish. La Enseñanza del Español a Estudiantes Hispanoparlantes en la Escuela y en la Universidad.

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-OE-72-135

Pub Date 72

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.210:10087, Stock No. 1780-1034, \$0.55)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingualism, College Language Programs, Cultural Awareness, Educational Objectives, *Language Instruction, Language Programs, *Modern Language Curriculum, *Native Speakers, Regional Dialects, *Spanish, *Spanish Speaking, Teaching Methods

The teaching of Spanish in American schools and colleges to native speakers of Spanish has its origin in two main factors: the need for acceptance by the teaching profession of maintenance and development of the Spanish spoken natively in the United States, and the need for cultural determination by the nation's native Spanish speakers. In light of these factors, the objectives of the Spanish-S program (Spanish for native speakers) are outlined, drawing largely on experience with the program started in Dade County, Florida, in 1961, for Cuban immigrants. The objectives include (1) the deepening of the speaker's identity as a member of a cultural-ethnic group, (2) the acquisition of a full command of world-standard Spanish, and (3) the reinforcement of other areas of the curriculum

through Spanish. The question of eligibility for participation in the program and the importance of teacher attitudes, particularly towards the use of local dialects, are discussed. Curriculum and teaching methods are briefly outlined, as well as recommendations for teacher training. (CLK)

ED 109 880 FL 004 096

Qafisheh, Hamdi A.

Contrastive Analysis and the AFL Teacher.

Pub Date Nov 70

Note—17p.; Revised version of paper presented at the Middle East Studies Association (Columbus, Ohio, Nov., 1970)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adjectives, American English, *Arabic, *Contrastive Linguistics, Determiners (Languages), English, Form Classes (Languages), *Interference (Language Learning), *Language Instruction, Language Patterns, Morphology (Languages), Pronouns, *Second Language Learning, Suffixes, Syntax

Identifiers—Modern Standard Arabic, Noun Modifiers

Contrastive analysis is vitally associated with foreign language teaching. A competent bilingual's intuition about the relationship of the forms in the two languages is the most important part of the valid data for analysis. By means of contrastive analysis major grammatical problems for American students learning Modern Standard Arabic (MSA) noun modifiers have been predicted. It has been found that patterns in the two languages are very easy if they have similar forms, meanings, and distributions. Grammatical categories that are absent or missing in the foreign language, but present in the learner's language, may constitute an easy pattern. If one obligatory pattern in the foreign language is set against more than one optional pattern in the learner's language, we have the case of a merged category. The equation of one obligatory pattern in the learner's language to more than one in the foreign language is a split category. The learner has one familiar significant pattern which could be equated to two (or more) significant or non-significant patterns in the foreign language. For the nonsignificant ones the alternate forms do not contrast but are in complementary distribution. (Author)

ED 109 881 FL 004 097

Qafisheh, Hamdi A.

From Gulf Arabic into Modern Standard Arabic:

A Pilot Study.

Pub Date Nov 72

Note—11p.; Revised version of a paper presented at the ACTFL Annual Meeting (6th, Atlanta, Georgia, Nov., 1972)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Arabic, College Language Programs, *Diglossia, *Language Instruction, Learning Theories, Reading Ability, *Regional Dialects, *Second Language Learning, Standard Spoken Usage, Teaching Methods, Uncommonly Taught Languages, Verbal Ability

Identifiers—Gulf Arabic, Modern Standard Arabic

The linguistic situation in the Arabic-speaking world is briefly described, and variation and the factors that cause it are discussed. By reviewing the history of the literary language, it is shown that there exist no native speakers of the literary language, Modern Standard Arabic. The reality is, rather, a classic case of diglossia. This reality has direct bearing upon which languages should be taught and by what methods. The choice of language is dependent on the goals of the student. When the student intends to learn both a colloquial variety and Modern Standard, the order in which the languages are learned must be considered. This was the point of the study undertaken at the University of Arizona in 1969. Twelve of the 25 subjects, students and staff members of the University of Arizona Environmental Research Laboratory, followed a year's course in Gulf Arabic on the Arizona campus, then went on to a year's course in Modern Standard. The remaining subjects, for the most part professionals, followed a year's course in Modern Standard, and then went on to Gulf Arabic. Results indicate that the students who began their studies with Gulf Arabic were more successful academically and consequently displayed a higher level of motivation. (CLK)

ED 109 882 FL 005 092

Teaching Culture. The Working Papers of the

1972 Pre-Conference Workshop.

American Council on the Teaching of Foreign

Languages, New York, N.Y.

Pub Date Nov 72

Note—34p.

Available from—American Council on the

Teaching of Foreign Languages, 62 Fifth

Avenue, New York, New York 10011 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cultural Awareness, *Cultural Differences, Dialogue, French, German, Instructional Materials, *Language Instruction, *Lesson Plans, *Modern Languages, Resource Materials, Spanish, *Teaching Guides

The working papers of this pre-conference workshop consist of sample lesson plans in the form of mini-dramas and culture capsules. These activities illustrate ways for broadening one's approach to the teaching of culture by providing samples for the preparation of original items. Material is provided for the teaching of French, Spanish, and German cultural values and attitudes. (AM)

ED 109 883 FL 005 124

Underwood, Gary N.

Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks.

Pub Date 26 Apr 73

Note—47p.; Appears in Southwest Areal Linguistics, Garland D. Bills, Ed., (Institute for Cultural Pluralism, San Diego State University, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—American English, Atlases, *Dialect Studies, Geographic Distribution, Language Classification, Language Patterns, Language Research, Language Usage, *Language Variation, Linguistic Theory, Native Speakers, Non-standard Dialects, Phonology, Pronunciation, Questionnaires, *Regional Dialects, *Research Methodology, *Social Dialects, Sociolinguistics, Standard Spoken Usage, Statistical Studies, Vocabulary

Identifiers—*Linguistic Atlases

What has been labelled mainstream dialectology has been criticized soundly on theoretical grounds, yet mainstream dialectologists have responded with the assertion that their critics have not been intimately familiar with dialect methodology and are therefore not qualified to criticize. Claiming that while theoretical issues are far from being settled, their data are nonetheless valid, they insist that all of the U.S. be mapped by traditional linguistic atlases. This paper argues against the creation of a Linguistic Atlas of the Southwest States (LASS) and more broadly calls for a halt to any further work on the old Linguistic Atlas of the United States and Canada project begun in 1931. The point is not just that mainstream dialectology has flaws; the point is that the traditional work is so bad it is not worth continuing. Concentrating upon the data of mainstream dialectology (its supposed strength), the paper argues that the weaknesses are so great that the methodology is not salvageable. This refutation, however, does not mean that dialect research should not be conducted. On the contrary, research in language variation is vital, but wide-scale studies must abandon the methodology of mainstream dialectology and replace it with a new one embodying, among other improvements, some sociolinguistic sophistication. (Author)

ED 109 884 FL 005 416

Guide for the Volunteer English Teacher.

National Association for Foreign Student Affairs,

Washington, D.C.

Pub Date 73

Note—36p.

Available from—National Association for Foreign Student Affairs 1860 19th Street, N.W., Washington, D.C. 20009 (Postage and handling fees)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cultural Awareness, Cultural Differences, *English (Second Language), Language Styles, *Language Teachers, Morphology (Languages), Nonverbal Communication, Paraprofessional School Personnel, Phonology, Rhetoric, *Second Language Learning, Syntax,

Teacher Aides, Teacher Education, *Teaching Guides, *Teaching Methods, Vocabulary, *Volunteer Training

This guide suggests ways in which community volunteers can assist teachers of ESL or develop independent programs where no formal ones are available. The purpose of the guide is to make opportunities known to the volunteer, to clarify the volunteer-professional relationship, suggest patterns of cooperation, help the professional visualize ways in which the volunteer can assist in a formal program, and provide the volunteer with the basic information concerning second language learning which will make it possible for this person to match enthusiasm with skill. Some characteristics of the professional and the volunteer ESL teacher are described. Ways in which the volunteer can help in conversational exercises and supplementary work are discussed, as are cultural considerations that would help the teacher understand and cope with student problems. Information is provided on the process of second language learning and on different methodologies of language teaching. An introduction to phonology, morphology, syntax, register, vocabulary, and rhetoric is also provided. A glossary of linguistic terms and a bibliography of ESL materials complete the guide. (AM)

ED 109 885 FL 005 452

Garcia, Maria H.

Crucigrams: Crossword Puzzles for Primary Grades.

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Diego, Calif. Far West Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Nov 73

Note—49p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Basic Reading, Biculturalism, *Bilingual Education, *Classroom Games, Educational Games, Instructional Aids, *Instructional Materials, Primary Education, Puzzles, *Spanish Speaking, Spelling, Teacher Developed Materials, *Word Recognition, Word Study Skills, Workbooks

Identifiers—*Crucigrams

This workbook is intended as an aid to the teacher of a bilingual/bicultural Spanish-English program in the primary grades. It contains modified crossword puzzles in Spanish, designed to accompany the Spanish Curricula Development Center Southwest Edition readers, Units 1-3, Kits 2-9. The puzzles are intended to aid in reinforcing reading words and in familiarizing the student with a modified method of working crossword puzzles. Some of the letters found in the words are supplied to aid the student. In some instances the entire word may be supplied if a picture would not adequately portray the word. It is hoped that by Kit 9 Unit 3 the student will be familiar enough with the process of working crossword puzzles that a minimum number of letters need be supplied. (Author/AM)

ED 109 886 FL 005 788

Palmer, Joe Darwin

Context, Situation, and Experience.

Pub Date Mar 74

Note—16p.; Paper presented at the Annual TESOL Convention (8th, Denver, Colorado, March 5-10, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cultural Context, Educational Strategies, *English (Second Language), Instructional Innovation, *Language Instruction, *Language Proficiency, Language Skills, Language Usage, Learning Experience, Second Language Learning, *Teaching Methods

This paper discusses contextualization in the TESL classroom. Starting from the statement that fluency and comprehension are more important than absolute accuracy, and that to know how to use language students must "experience context in situations," a definition is attempted of the terms "context," "situation," and "experience." Situation is defined as substantial reality, lan-

guage being formal reality; context is defined as the relationship between language and situation; and shared experience is necessary for meaningful context. Practical suggestions include having the students describe the English language (using language to contextualize); focusing on the ethnology of the English speaker (using culture); and giving lessons in a field not normally taught in the English classroom, such as mathematics (using general knowledge). In this way the language is experienced as it truly is, a part, not all, of communication; and some of the burden is taken from language and shifted to extra-linguistic activity. Two textbooks are recommended for help on contextualizing language lessons. (AM)

ED 109 887 FL 006 203
Wils, Wolfram

Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language-English to German).

Pub Date [74]
Note—28p.; In German; Paper presented at the National FMF Congress (Hannover, April 7-11, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Applied Linguistics, Contrastive Linguistics, Cultural Differences, English (Second Language), *Error Patterns, German, *Interference (Language Learning), Language Instruction, Learning Processes, *Psycholinguistics, *Second Language Learning, Teaching Methods, *Translation

Identifiers—Backlash Interference, *Error Analysis, Jakobovits (L. A.)

Error analysis concerns the investigation of negative influences on the foreign language learning process. Errors are usually thought of as caused by interference from the native language to the target language. In this article it is shown that interference occurs in the other direction as well, i.e. from language 2 to language 1. Jakobovits has termed this "backlash interference." Several examples of English sentences translated into German by German students learning English serve to illustrate the influence of English on the German translation. It is hard to decide whether an error is due to lack of understanding of language 2 or to the impossibility of transfer of concepts from one culture to another, what has been called "psychic distance" in bilingualism. Compared to contrastive analysis, error analysis is deemed more useful for the language classroom since it is based on actual occurrence rather than theory and is therefore attainable by student and teacher alike. A target to source language interference analysis would have the following advantages: (1) the analysis of transfer processes would help in positing an interlingual performance theory, (2) an error typology and hierarchy could be set up which would be both linguistically and pedagogically relevant, and (3) the language learner would acquire a workable attitude toward problem-solving procedures. (TL)

ED 109 888 FL 006 275
Neustupny, J. V.

Sociolinguistics and the Language Teacher. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 12.

Pub Date 74
Note—26p.; Paper presented at the Seminar on Language Teaching: Problems and Solutions (La Trobe University, April 14, 1972)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Applied Linguistics, Cultural Awareness, Language Development, *Language Instruction, *Language Teachers, Language Usage, Language Variation, Linguistic Competence, Linguistics, Linguistic Theory, *Second Language Learning, *Sociolinguistics

Identifiers—*Communicative Competence
Prior to the development of modern sociolinguistics the immediate contribution of linguistics to society as a whole was negligible. Without the further development of sociolinguistics, the situation will not change radically. In order to arrive at a more useful system of linguistics, linguists must realize that this situation does not result simply from the unwillingness of the non-linguist to accept the fruits of their work but has its roots

in the character and development of modern linguistics itself. Sociolinguistics can be characterized as having three stages: the language and society approach, the language variation approach, and the communicative competence approach. The last-named approach as a new discipline can be expected to contribute greatly to foreign language instruction, especially in: (1) defining the nature of language teaching; (2) defining the foreign language use situation; and (3) providing a general model of communication and making the language teacher aware of the necessity of teaching communicative competence. (AM)

ED 109 889 FL 006 644
Kohonen, Viljo, Ed.

Inter-University Student Selection for English 1974: A Joint Entrance Test Project of the Universities of Joensuu, Jyväskylä and Turku.

Jyväskylä Univ. (Finland).
Report No.—ISBN-951-677-388-5

Pub Date 74
Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Admission Criteria, Competitive Selection, *English (Second Language), *Higher Education, *Language Tests, Statistical Analysis, Student Attitudes, Student Evaluation, *Test Construction, Test Results

Identifiers—*Finland

The report gives the results of the 1974 joint student selection entrance test for English, administered simultaneously at the universities of Joensuu, Jyväskylä and Turku. The test battery comprised 309 multiple-choice items and was completed by 843 candidates. Hirvonen's paper examines problems of student selection and theoretical aspects of language testing. Kohonen gives a brief account of the planning and administration of the examination and provides the main results of a statistical analysis of the tests. Jarrett examines the translation analysis test, and Hughes and May analyze the listening tests. Roininen's paper is a sociological study of the candidates' opinions about the selection procedures and the tests. In each paper, some suggestions have been offered for the further development of student selection. The research was carried out under a grant from the Ministry of Education. (Author)

ED 109 890 FL 006 751
Gonzalez, Gustavo

The Acquisition of Questions in Texas Spanish: Age 2 - Age 5.

Pub Date Apr 73
Note—26p.; Paper presented at the Conference on Southwest Areal Linguistics (Albuquerque, New Mexico, April 23-28, 1973)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Child Language, *Language Development, Linguistic Performance, *Native Speakers, Psycholinguistics, Sentence Structure, *Spanish, Spanish Speaking, *Syntax, Verbal Development

Identifiers—*Questions, Texas

To determine the normal sequence of the development of Spanish phonology and Spanish grammatical patterns in the speech of native Spanish speakers, ages 2-5, a study of the acquisition of interrogative formation was undertaken. Two male and two females from each of nine age intervals between two and five were selected as informants; all were middle-class natives of the Lower Rio Grande Valley. The subjects were interviewed 3 times each, for a total of two hours, by the author or by a female native speaker. The report of the findings, which includes a brief review of basic interrogative structures, shows that two-year-olds can distinguish between yes/no and information questions, while production lags behind comprehension. Those at 2.6 years display greater complexity in internal structure, while those at 2.9 years use "con quien," "de quien" and "cual." The next significant changes appear at 3.3 years, with V+Inf. in information questions and full tag questions. The order of acquisition is: (1) yes/no questions, (2) information WH-questions, (3) Tag questions with "verdad." The major portion of development is completed by 3.3 years. Questions requiring further investigation are proposed. (CLK)

ED 109 891 FL 006 801
Robinson, Gail L.

Foreign Language Study in New South Wales, State of the Art, 1973.

New South Wales Dept. of Education, Sydney (Australia). Centre for Research in Measurement and Evaluation.

Pub Date Jul 73
Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Admission Criteria, Educational Administration, *Educational Policy, *Language Instruction, *Second Language Learning, Student Enrollment, Tests

Identifiers—*Australia, New South Wales

This paper argues that an elitist concept regarding foreign language study and absolute criteria for such study have made foreign language study insensitive to the needs of an increasingly larger proportion of the student population in New South Wales, including even the most able students. In discussing this viewpoint, the paper examines: (1) the historical origin of foreign language (FL) elitism and its effects on current FL study, (2) the consequences of FL elitism, the decline of FL study, and (3) the direction of change. In the three appendices that conclude the report, tables illustrate: (1) the selection of foreign language students, (2) the trends of FL study as compared to the trends for the general student population, and (3) the trends of FL study in absolute terms, without comparison to the trends for the general student population. (Author/PMP)

ED 109 892 FL 006 839
Black, Colin

Towards a Research Model for the Investigation of Programmed Language Instruction. Reports from the Language Centre, No. 6.

Jyväskylä Univ. (Finland).
Report No.—ISBN-951-677-411-3

Pub Date 75
Note—48p.

Available from—Language Centre, University of Jyväskylä, SF-40100 Jyväskylä 10, Finland (FMK 3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Objectives, *Educational Research, Instructional Materials, Instructional Media, *Language Instruction, Measurement Techniques, Models, *Programmed Instruction, *Research Methodology, Student Attitudes, Student Motivation, Teaching Methods

Identifiers—*Finland
A theoretical analysis is presented of the problem of carrying out meaningful research into programmed language instruction. This is an attempt to develop a paradigm of research through the isolation of eight critical areas which must be taken into account before valid information can be obtained. The critical areas are: experimental design, programming variables, programming strategies, media of instruction, administration, parallel teacher-led instruction, statement of objectives, and evaluation of achievement, and measurement of attitude and motivation. The establishment and analysis of the critical areas is intended as the foundation work for a model of research in this field. (Author)

ED 109 893 FL 006 840
Freihoff, Roland Takala, Sauli

A Systematic Description of Language Teaching Objectives Based on the Specification of Language Use Situations. Abridged Version. Reports from the Language Centre, No. 3.

Jyväskylä Univ. (Finland).
Report No.—ISBN-951-677-307-9

Pub Date 74
Note—35p.

Available from—Language Centre, University of Jyväskylä, SF-40100 Jyväskylä 10, Finland (FMK 2.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Course Content, Cultural Awareness, Descriptive Linguistics, Discourse Analysis, *Educational Objectives, *Finnish, *Higher Education, Interdisciplinary Approach, *Language Instruction, *Language Research, Language Role, Languages for Special Purposes, Language Skills, *Language Usage, Learning Activities, Teaching Methods

Identifiers—*Finland

Under a contract with the Ministry of Education the working party prepared a general system for describing language teaching objectives to be used in higher education. The system is based on the specification of language use situations. By means of it the course objectives may be described in the form of communicative tasks, which the students are expected to master after the completion of the various courses. The tasks are grouped together into language user roles. The various communicative tasks are specified by means of six sets of variables; topics, framework of communication, stages and their basic functions, message-processing methods, modes of communication, and language use. A more extensive report (188 pp.) has appeared in Finnish in the Reports from the Language Centre No. 2/1974, ISBN 951-677-262-5. It includes a review of recent developments in the description of language teaching objectives in Finland and in some other countries, a description of the theoretical foundations and numerous appendices which illustrate various aspects of the model. Suggestions about the application of the system are made and measures concerning further development are recommended. (Author)

ED 109 894 FL 006 869

Khubchandani, Lachman M.

Language Planning in Modern India.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Feb 75

Note—3p.

Available from—Joan Rubin, Editor, "Language Planning Newsletter," Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free of charge)

Journal Cit—Language Planning Newsletter; v1 n1 p1-4 Feb 1975

Document Not Available from EDRS

Descriptors—Bilingualism, Cultural Education, Cultural Pluralism, Diglossia, English, Ethnic Groups, Hindi, *Language Planning, Language Programs, *Language Standardization, Minority Groups, Modern Languages, *Multilingualism, National Programs, Newsletters, Official Languages, *Public Policy, Regional Dialects, *Sociolinguistics, Urdu
Identifiers—*India

In India today, the traditional tolerant attitude toward linguistic and ethnic heterogeneity has given way to a drive for language autonomy. The national language policy appears susceptible to the sensitivities of different pressure groups, while the state policies have been slow to respond to the sensitivities of language minorities. Today, language development agencies insulated from each other by sharp boundaries, all committed to diverse traditions, seem to be pulling in different, at times contradictory, directions in the name of modernization, resulting in discord and tension. Efforts of the national and state governments in shaping language policy are discussed, as well as those of volunteer organizations. The use of the adaptation model, rather than the handicap model, is advocated for language reform. In order to counter the fractionalizing tendencies, it is considered essential to draw upon the traditional virtues of language tolerance promoted through language hierarchy, grassroots multilingualism, and fluidity in speech behavior. (Author/AM)

ED 109 895 FL 006 881

Gribble, Charles E.

Priorities for the Slavic Languages.

Pub Date Oct 74

Note—11p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, September 29-October 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Albanian, Bibliographies, Belorussian, Bulgarian, Contrastive Linguistics, Czech, Dictionaries, Information Needs, *Instructional Materials, *Language Instruction, Language Skills, Latvian, Lithuanian, *Material Development, Polish, Programed Materials, Reading Materials, Reading Skills, Reference Materials, Resource Materials, Second Language Learning, Serbocroatian, *Slavic Languages, Slovenian, Ukrainian, *Uncommonly Taught Languages

Identifiers—Macedonian, *Neglected Languages Materials Conference 1974, Slovak

The changing situation in the world and in academia requires a new perspective on priorities for Slavic language instructional materials. For example, courses must be developed that concentrate on reading skills, the main skill today's students of Slavic languages generally require. Materials needed for Slavic languages can be grouped into 16 categories, which include texts, reference grammars, readers, contrastive materials, dictionaries, phrase books and vocabulary lists, word counts, and annotated bibliographies. The necessity of each of these categories for each Slavic language must then be determined according to three factors: the relative importance of the language, the relative importance of the type of materials, and the degree to which existing materials are satisfactory. When these factors are considered in relation to the 12 languages under discussion here, the following priorities for the production of further materials emerge. First priority goes to basic four-skill courses for Albanian, Byelorussian, Latvian, Macedonian, Slovak and Slovenian; reference grammars for all the languages except Czech, Polish and Slovenian; full-size dictionaries for Albanian and Byelorussian in both directions, Latvian-English, Lithuanian-English and Macedonian-English; and bibliographies for all the languages; second-year materials for Polish, Czech, Serbo-Croatian and Bulgarian; and readers for some of the languages. (AM/KM)

ED 109 896 FL 006 891

Miller, Roy Andrew

Suggestions on Japanese Materials.

Pub Date Sep 74

Note—3p.; Paper presented at the Conference on Material Development Needs in Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Language Programs, Cultural Awareness, Educational Needs, *Instructional Materials, *Japanese, *Language Instruction, Language Learning Levels, Languages for Special Purposes, *Material Development, Reading Skills, Second Language Learning, *Uncommonly Taught Languages

Identifiers—*Neglected Languages Materials Conference 1974

After commenting briefly on the current state of instructional materials available to students and teachers of Japanese at a college level, the paper underlines the need for materials that deal specifically with aspects of Japanese culture, and outlines suggestions for possible materials. Graded intermediate materials that stress particularly the development of reading comprehension skills, based on basic course materials that are currently available, would have as their goal the joining of basic materials presently used and "real-language materials," that is, newspapers, magazines and the like. Oral skills would also be stressed here. The paper then addresses the need for monolingual Japanese reading materials for advanced students in disciplines other than language: literature, linguistics, social science. The shortcomings of presently available materials of this nature are briefly reviewed. Thirdly, the need is expressed for development of monolingual grammatical introductions to and monolingual annotated text selections from earlier forms of the written language. The goal here would be to introduce the student to these materials exclusively through the medium of Japanese. The need for cooperation among Japanese scholars and American language teachers is stressed throughout. (CLK)

ED 109 897 FL 006 901

Burton, Michael L.

Comparative Studies of Semantic Structure. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-2-0682

Pub Date 24 Mar 75

Grant—OEG-0-72-3583

Note—40p.; The Q-Sort Test, part of the appendix, is not included because of poor reproducibility nor is it included in the pagination

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bilingualism, Cognitive Processes, *Contrastive Linguistics, Cross Cultural Studies, *Cultural Differences, English, *Semantics, *Spanish

The objective of this research was to successfully model several semantic domains in English and Spanish, in order to (a) test the reliability of judged-similarities tasks in cross-cultural situations and (b) obtain information about changes in semantic organization with bilingualism and education. To achieve these goals, data were collected in Southern California and in Yucatan, Mexico concerning the cognitive organization of (a) personality characteristics (Southern California), (b) transfer verbs and their objects (Yucatan), fears (Yucatan) and cartoons (Yucatan). For the Southern California data, comparisons were made for systematic variation in test instructions and kind of judged similarity task. For the Yucatan data, sampling was based on amount of education and degree of bilingualism of informants. Analysis of the Southern California data shows little effect of task instruction (sorting on meaning vs. sorting on association in experience), but significant effects of difference in task (triads tasks vs. several different sorting tasks). Preliminary analysis of the Yucatecan data shows some effects of education and bilingualism on cognitive organization. (Author)

ED 109 898 FL 006 929

Pala, Tupou L. Pope, Mary L.

Charlie's Lost.

Alaska State-Operated Schools, Anchorage.

Pub Date 75

Note—137p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—American Indian Culture, *American Indian Languages, Athapaskan Languages, *Bilingual Education, Childrens Literature, Elementary Education, Eskimo Aleut Languages, Eskimos, *Instructional Materials, Language Instruction, Reading Instruction, *Reading Materials, Short Stories

Identifiers—Inupiat

This illustrated, primary-level reader is one in a series designed for use in the Alaska State-Operated Schools' bilingual education program. The text is provided in English, Upper Kuskokwim Athabaskan, and the Kivalina dialect of Inupiat. These texts are used to supplement the beginning reading programs in the native languages of Alaska, and for bicultural programs in Indian Education. The texts are illustrated with black-and-white drawings. (AM)

ED 109 899 FL 006 947

Instructional Guide for the Home Tutor.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Note—60p.; For related documents, see FL006957, FL006972 and FL006978

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.40)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, Curriculum Guides, Instructional Materials, Learning Activities, *Preschool Education, Resource Materials, *Spanish, *Teaching Guides, Teaching Methods, *Tutorial Programs, Tutoring, Tutors

This guide is a basic reference tool for the paraprofessional working in a preschool Spanish/English bilingual program in a home setting. Characteristics of 3- and 4-year-olds are discussed, followed by procedures for working with parents and with children. Understanding and interpersonal rapport are stressed. A sample home interview form is included in the section on parents. A general lesson plan is also provided, and guidelines are given for preparing daily lesson plans, conducting class activities, and evaluating lessons. The coordination of this guide with the accompanying Daily Curriculum Guide and the ESL Curriculum Guide is discussed, and the rationale and objectives for the Daily Curriculum Guide are provided. Concluding the guide is a chart giving detailed instructional objectives and activities designed to meet them. (Author/AM)

ED 109 900 95 FL 006 954

Vargas, Herminio

Poesias Infantiles (Children's Poems).

Curriculum Adaptation Network for Bilingual/Bicultural Education, Bronx, N.Y.

Northeast Regional Adaptation Center; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74

Note—50p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.20)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bilingual Education, Childrens Books, *Childrens Literature, *Instructional Materials, Poetry, Primary Education, Reading Comprehension, *Reading Materials, Reading Skills, *Spanish

This collection of original poems and riddles in Spanish is intended for use in Spanish/English bilingual education in the primary grades, and can be used as a supplement to the Spanish Curricula Development Center core curriculum, Language Arts Strand, Grade One. The materials is intended to reinforce learning skills of decoding, comprehension and interpretation. (Author/AM)

ED 109 901 95 FL 006 968

Villareal, Abelardo. *And Others*

Escuchando y participando aprendo (I Learn by Listening and Participating)

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74

Note—155p.; In Spanish

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.00)

Document Not Available from EDRS

Descriptors—Alphabets, *Auditory Discrimination, Auditory Perception, *Bilingual Education, Comprehension Development, *Elementary Education, Instructional Materials, Language Arts, Language Skills, *Letters (Alphabet), Listening Comprehension, Mexican Americans, *Spanish, Spanish Speaking

Identifiers—*Alphabet Cards

This series of colored, illustrated alphabet cards contains all the letters of the Spanish alphabet with illustrations to show their sounds. On the reverse of each card, or series of related cards, is a short story, along with some activities and games designed to reinforce the sound of the letter. The material is intended to develop language comprehension, hearing and interpreting skills at the primary level, and may be used as a supplement to the series "Que Bonito Es Leer!" or correlated with the Spanish Curricula Development Center's Language Arts Strand, Kits 2-9. Instructional notes for the teacher are included. (CK)

ED 109 902 FL 006 970

Puerto Rican History, Civilization, and Culture: A Mini-Documentary.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; New York State Education Dept., Albany; State Univ. of New York, Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—102p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Architectural Character, Bibliographies, *Bilingual Education, Cultural Traits, Economic Development, Foreign Culture, High School Curriculum, History Instruction, *Instructional Materials, Language Enrichment, *Puerto Rican Culture, *Puerto Ricans, Resource Materials, Secondary Education, *Social Studies, Spanish Speaking

Identifiers—ESEA Title VII

This publication was compiled from a number of smaller manuscripts dealing with various aspects of Puerto Rican history, civilization, and culture. The book is designed to: (1) provide

teachers of middle school and high school students with instructional material which covers all these aspects in a related sequential manner; and (2) provide information that will stimulate further study and interest in Puerto Rico among both students and teachers. A historical review of the country is provided, with emphasis on the major historical points which determined the development of Puerto Rican culture and modern-day society. The major headings are: (1) economic development; (2) Puerto Rican culture; (3) Puerto Rican music (a number of songs are given here); (4) other typical pastimes (fiestas, holidays and sports); (5) cultural centers and related aspects of Puerto Rican culture; (6) Puerto Rican foods; (7) important dates and holidays in Puerto Rico; (8) Puerto Rican flora and fauna; (9) famous Puerto Ricans; and (10) architecture in Puerto Rico. The book also includes a bibliography of publications divided into these areas: Puerto Rican authors, books in Spanish and books in English; children's books in English; children's books in Spanish; and related Puerto Rican studies.

ED 109 903 FL 006 971

Gill, Clark C. Mellenbruch, Julia K.

Handbook on Mexico for Elementary and Secondary Teachers.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-70-0402(824)

Note—229p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, *Cultural Awareness, Cultural Background, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Instructional Materials, *Mexican Americans, *Mexicans, Resource Materials, Social Studies, *Teaching Guides

Identifiers—ESEA Title VII, Mexico

This guide presents a rationale for the study of a foreign culture, specifically the culture of Mexico, and develops ways of fitting this cultural education into the elementary and secondary education curriculum. It is felt that the study of any foreign culture leads to greater understanding of others and of oneself. Mexico is chosen because: (1) it is a neighboring country representing the Latin American cultural area, (2) it is an emerging nation with many descendants in the U.S., and (3) much up-to-date material on Mexico is available. Key ideas about Mexico are developed around the areas of physical environment, historical background, contemporary culture, society, and political and economic situation. Teaching suggestions for the implementation of each of these key ideas are provided; they include: discussions of a particular aspect of culture comparison of Spanish and English America, debates on historical issues and social and political problems, and studies of the literature, folklore, and music of Mexico. A list is provided of bibliographies, Spanish books, materials sources, and curriculum guide materials. Geographical information and some important dates are provided in an appendix. (Author/AM)

ED 109 904 95 FL 006 989

Augerio, James E.

Romanian Conference. Final Report.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 29 May 72

Contract—OEC-0-72-0918

Note—8p.; For related documents, see FL 006 992-007 000

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Conference Reports, *Cultural Exchange, Culture Contact, Curriculum Development, *Descriptive Linguistics, Exchange Programs, Instructional Materials, *Intercultural Programs, Language Research, Reference Materials, Romance Languages, *Romanian, Uncommonly Taught Languages

Identifiers—NDEA Title VI

This is the final report on the Romanian Conference Project. The conference, held May 12-13, 1972, consisted of three sessions devoted to the reading of scholarly papers; a discussion of the state of the field, which focused on cultural exchange, teaching materials, and organization of interested scholars for improved communication; and a plenum address on "Cultural Relations between Romania and the United States." The conference was judged a success because it established communication among persons of common interests; removed barriers between emigres and current nationals; and enhanced the status of Romanian studies by giving an indication of the serious scholarship going on in the United States. (AM)

ED 109 905 95 FL 006 992

Roceric, Alexandra

Aspects of Antonymy in Romanian.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—6p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Componential Analysis, *Descriptive Linguistics, Grammar, Language Classification, Language Typology, Language Universals, Romance Languages, *Romanian, *Semantics, *Structural Analysis, Uncommonly Taught Languages, Vocabulary

Identifiers—*Antonyms, NDEA Title VI

This paper examines the semantic structure of antonyms on the basis of some examples taken from Romanian. Both grammatical and lexical antonyms are considered with a view toward grasping the correspondence and differences between the two classes. Representative examples illustrate the following conclusions: (1) the distinction between lexical and grammatical antonyms is only a formal one; (2) the grammatical mark (the negative prefix) does not always show the direction of the semantic negation; (3) the intermediate term is designated by the same semantic marks as those of the first and last term; and (4) the oppositions materialized in the antonymous series have a more abstract character than other oppositions. It is expected that further typological studies will discover whether this situation is typical of Romanian or whether it corresponds to the semantic structure of other languages as well. (Author/AM)

ED 109 906 95 FL 006 993

Vasilu, E.

Some Semantic Properties of Romanian Interrogatives: "Care" and "Cine."

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—12p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Grammar, *Pronouns, Romance Languages, *Romanian, *Semantics, Sentence Structure, Structural Analysis, Syntax, Uncommonly Taught Languages, Vocabulary

Identifiers—*Interrogatives, NDEA Title VI

The aim of this paper is to account for some semantic properties of Romanian interrogatives "ce" and "cine" by establishing some definite correlations between various contextual restrictions governing the use of these interrogative particles and the "meaning" which might be assigned to each of these particles in any context their occurrence is allowed by the rules of distribution. In spite of the fact that the approach is intended to be of a kind that will allow an easy embedding into a formal semantic description of Romanian, of the type outlined in the author's "Elemente de teorie semantică a limbii române" (Bucuresti, 1970), the formal device itself is not developed here. Description is confined to the "pre-formal" level. (Author/AM)

ED 109 907

FL 006 994

Sauer, Keith

Sentential Completion in Romanian.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies

(DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—15p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Deep Structure, Descriptive Linguistics, Language Universals, Romance Languages, *Romanian, *Semantics, *Sentence Structure, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, Uncommonly Taught Languages, *Verbs

Identifiers—NDEA Title VI

This paper explores the syntactic properties in Romanian, of one kind of subordination, namely Sentential Predicate Completion. Some generalizations are offered concerning the relationship between the meaning and the syntactic properties of these constructions. The complement structures are isolated into groups according to verb selection: (1) verbs which permit no independent selection of complement subject or tense; and (2) verbs with no restrictions on complement subject or tense. These categories are then examined for consistent semantic content. It is concluded that when tense in the embedded sentence is redundant, it is eliminated and either the infinitive or subjunctive, both essentially tenseless, is inserted. When, however, there are no restrictions, indicative complements occur, since the indicative contains the full range of tenses. Since similar principles seem to exist in English and other Romance languages, it is suggested that some principles of economy are at work in the distribution of complement constructions. (Author/AM)

ED 109 908

FL 006 995

Giurescu, Constantin C.

On Romanian-American Cultural Relations.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—36p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—American Literature, Cultural Awareness, *Cultural Exchange, Cultural Factors, *Culture Contact, European History, Foreign Relations, Historiography, *Literary Influences, *Music, *Romanian, Translation

Identifiers—NDEA Title VI

This paper presents a brief outline of the history of cultural relations between Romania and the United States. Instances are cited of the first mentions in Romanian writing of American and specifically United States life. A history is given of the major American literary works translated into Romanian. Examples of Romanian works show the interest of Romanians in American scientists, technicians, and politicians. The introduction of American dance and music to Romania is discussed. Centers of historiographical research are cited which contributed greatly to close Romanian-American relations. Finally, the influence of Romanian music groups in introducing Romanian culture to America is mentioned. (AM)

ED 109 909

FL 006 996

Berceanu, Vera

American Terms in the Romanian of Science and Technology.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—21p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American English, *Diachronic Linguistics, Language Styles, Latin, Lexicology, Romance Languages, *Romanian, *Scientific Concepts, Sentence Structure, Sociolinguistics, Structural Analysis, Syntax, Technology, Uncommonly Taught Languages, Verbs, *Vocabulary

Identifiers—*Americanisms, NDEA Title VI, Word Borrowing

Historical conditions determined that the Romanian language developed independently of the other Romance languages; the language thus remains behind in its development. In the eighteenth century the activity of the Transylvanian School of philologists established the Romanian language's own linguistic bases for the assimilation of borrowings from Latin and Romance languages. The assimilation of these borrowings raised Romanian to a modern level in the language of the humanities and literature. In the language of science and technology, terms of German and French origin abound, mostly in metallurgy and mechanics. Lately, the development of electronics and cybernetics in the United States has brought about a massive adoption of American English terms, e.g., implementation/implementation; feeder/fider; operator/operator; test/test; exit/exit, etc. Some terms have suffered spelling changes, some others only phonemic changes. (Lists with terms in either category are attached to the paper.) The use of American English as an international vehicle of scientific and technological communication has also influenced the lexicon and grammar of written scientific Romanian; American English has determined stylistic and syntactic modifications in Romanian, thus allowing the language to become more concise and objective, moving away from the Latin literary pattern. (Author/AM)

ED 109 910

FL 006 997

Capusan, Cornel

Some Cultural Problems in Teaching Romanian.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—10p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cultural Differences, Cultural Education, Cultural Factors, *Expressive Language, Figurative Language, Idioms, *Language Instruction, *Language Styles, Metaphors, Romance Languages, *Romanian, Second Language Learning, Semantics, Teaching Methods, Textbook Selection, Uncommonly Taught Languages

Identifiers—NDEA Title VI

It is important for the Romanian language teacher to teach the language as a cultural entity, to convey the exact values of the language. If translation cannot be dropped entirely, it is very important for the student to accept what is typical and untranslatable in itself and to identify himself with the native speaker. Although every language has expressive functions, in Romanian in particular, expression assumes great significance. For example, redundancy is the most important problem facing the teacher of Romanian to Americans, and the teacher must convey to his students the values expressed by such redundancies. The expressive quality of Romanian is revealed in popular poetry, riddles, and metaphors, but the student needs a gradual introduction to the Romanian cultural universe in order to form the link between the literal and the figurative in Romanian. For this reason text selection is crucial, and an anthology is needed of instructional texts. This can only be the result of long bilateral cooperation between Romanians and those interested in Romanian language and culture. (AM)

ED 109 911

FL 006 998

Kazakis, Kostas

Some Remarks on the Stylistic Status of Modern

Greek Lexical Elements in Romanian.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—10p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Diachronic Linguistics, *Greek, *Language Styles, *Lexicology, Romance Languages, *Romanian, Semantics, Standard Spoken Usage, Structural Analysis, Suffixes, Turkish, Uncommonly Taught Languages, *Vocabulary

Identifiers—Loanwords, NDEA Title VI, Phanariotisms, *Word Borrowing

Many speakers of Modern Greek have an exaggerated notion of the superiority of their language vis-à-vis Turkish and the languages of Southeastern Europe. It would therefore come as a surprise to some Greeks that Modern Greek lexical elements in Romanian have undergone a substantial stylistic demotion during the past century or so. In this paper only those words which entered Romanian during the Phanariot Era, i.e., between 1711 and 1821, are considered. These "Phanariotisms" underwent stylistic markings which changed the original meanings of the loanwords. They are found only in spoken Romanian, or in a written style which purports to imitate the spoken style. Greek models of some Phanariotisms are stylistically marked in Greek as they are in Romanian. It is further suggested that certain unmarked Phanariotistic suffixes are so because they underwent stylistic change in Greek before being incorporated into Romanian. (Author/AM)

ED 109 912

FL 006 999

Jaffe, Adrian

Values and Desiderata of the Cultural Exchange

Program with Romania.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—7p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Programs, Cultural Awareness, *Cultural Exchange, Culture Contact, Curriculum Planning, Educational Programs, *Intercultural Programs, International Programs, *Program Administration, *Program Planning, *Romanian, Teacher Education, Teacher Placement, Teacher Selection

Identifiers—NDEA Title VI, *Romania

Cultural exchange programs are beneficial to the participating students, professors, and countries, provided that the programs are administered in a way designed to achieve the objectives most usefully. In Romania, the question must be discussed of the role, for example, of American literature in the curricula of the universities, types of materials and courses, and the types of necessary support from the Romanian educational authorities and the American Embassy. In America the question of placement of Romanian scholars and methods of selection must be a matter of serious and continuing concern. In the past, while the programs have been valuable, much of the planning has been ad hoc. This paper tries to suggest specific areas where concerted effort, serious forethought, and long-range planning can add to the value of the programs. Among other suggestions are: a Xerox center for materials for Eastern Europe, increased book allowances, trained State Dept. personnel in charge, and ways of avoiding problems which have arisen in the past. (Author/AM)

ED 109 913

FL 007 000

Iliecu, Sanda M.

Three Ways to Say "You", Among Other

Pronouns.

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-67-7901

Pub Date 13 May 72

Contract—OEC-0-72-0918

Note—15p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989

tle, Washington, May 12-13, 1972; For related document, see FL 006 989

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Contrastive Linguistics, Grammar, Language Instruction, Language Styles, Language Usage, Plurals, *Pronouns, Romance Languages, *Romanian, Second Language Learning, Transformations (Language), *Translation, Uncommonly Taught Languages
Identifiers—*Grammatical Transfer, NDEA Title VI

Grammatical transfer is used to render the values and meanings of the structures in Romanian pronouns into English. This device can be used in explaining the exact nuances of Romanian pronouns to speakers of English. In translating from English to Romanian, a special problem is presented by the pronoun "you," which in Romanian can take one of many forms. In Romanian there are distinct forms of the second persons pronoun used in parallel with forms of the pronoun of reverence, which permits a wide gradation in the communication of the message. Therefore, when translating from English, a wider context is necessary; this enables the translator to establish the nature of the relations between the addressor and the addressee. In addition, the peculiarities of usage of the personal pronouns must be kept in mind. For instance, in translating from English into Romanian, one must not render all the personal pronouns; this is unnecessary and would make for clumsy translations, since in Romanian the mere use of the personal pronoun is a means of accentuation. (AM)

ED 109 914 FL 007 003
Super Me/Super Yo. A Bilingual Activity Book for Young Children [and] Guide for Parents, Teachers and Older Brothers and Sisters.

National Coordinating Council on Drug Education, Washington, D.C.
Spons Agency—Special Action Office for Drug Abuse Prevention, Washington, D.C.

Pub Date 75
Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bilingual Education, Child Development, *Childrens Books, Childrens Games, Childrens Literature, Drug Abuse, *Drug Education, Elementary Education, English, Instructional Materials, Learning Activities, Reading Materials, Resource Materials, *Spanish, Teaching Guides

This publication is a book for young children, written to help prevent drug abuse. The emphasis is on developing cognitive and emotional attitudes that will prevent drug abuse and other destructive activities. The book offers activities and stories in Spanish and English which are intended to: give children a sense of accomplishment; help children practice making choices; and teach children to understand and express their feelings. The guide that accompanies the activity book provides, in Spanish and English, directions for how to do the activities and suggestions for conversation related to each of the stories and activities. Recommended readings are listed at the end of the guide. (Author/AM)

ED 109 915 FL 007 005
Miran, M. Alam
Naming and Address in Afghan Society.

Pub Date 75
Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cultural Differences, Family Relationship, Interaction Process Analysis, Language Patterns, Language Usage, *Persian, Plurals, *Pronouns, *Semantics, Social Factors, *Social Relations, *Sociolinguistics, Standard Spoken Usage, Vocabulary
Identifiers—Address Forms, Afghanistan, Dari, Kinship Terms, *Names

Forms of address in Afghan society reflect the relationships between the speakers as well as the society's structure. In Afghan Persian, or Dari, first, second, and last names have different semantic dimensions. Boys' first names usually consist of two parts or morphemes, of which one may be part of the father's name. Girls' names usually consist of only one part, but sometimes two. Where the actual first name is considered to consist of a subordinate, or common, name plus a proper given name, the proper name is used. In

cases where both parts are considered important, both must be used. Ox-names or nicknames may also be used in place of the given name. In some cases an honorific or a patronymic name may be used. A tekonymous name (a kinship name plus the relative's first name) is used when the addresser is older than the addressee. Married parents address each other with the eldest child's name; childless couple uses /o:/ ("hey!") or a kinship pattern. Younger family members use a kinship term rather than a name to address older members. Diminutives are used between peers and by older members in speaking to younger ones. Generally, the use of titles must include the first name and may or may not include the last name; and the majority of people in Afghanistan do not have a last name. Like the use of names, kinship terms, and titles, Dari pronouns of address reflect varying degrees of respect, power, education, and age. (AM)

ED 109 916 FL 007 012
Tagalog: Language Guide. Introductory Series.

Naval Training Publications Detachment, Washington, D.C.

Report No.—TM-30-340

Pub Date 26 Sep 74

Note—88p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0820-00535, \$1.15)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, Indonesian Languages, Instructional Materials, *Language Aids, *Language Instruction, Pronunciation, Second Language Learning, *Standard Spoken Usage, *Tagalog, Vocabulary

This is a guide to spoken Tagalog. It includes hints on pronunciation, useful words and phrases, fill-in-the-blank exercises, and an alphabetical word list. Words and phrases are listed in English, followed by a phonetic representation of the Tagalog word or phrase, and then by the Tagalog spelling. (AM)

ED 109 917 FL 007 016
Kretschmer, Richard R.

Written Language of the Hearing Impaired - Deviant, Delayed, or Different.

Pub Date [74]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aurally Handicapped, Child Language, Cognitive Processes, Deaf, *Language Development, Language Research, Nonstandard Dialects, *Psycholinguistics, *Retarded Speech Development, Semantics, Syntax, *Written Language

Traditional research on the written language of hearing-impaired persons has tended to support a position of deviant language processing in such individuals. The major reason for such findings has been directly related to the lack of appropriate control groups. Recent studies which have emphasized the comparison of the language of hearing-impaired writers against normally hearing peers, rather than against an abstraction called "English," have supported the notion of linguistic delay, rather than deviancy. The latter studies, however, have placed their emphasis on syntactic consideration rather than the more promising semantic constraints. Research by this author which considered 100 syntactic and semantic aspects is congruent with recently stated positions by Quigley and associates, namely that "deviant" and "delayed" language systems may exist side by side. Indeed, since the "deviant" rules seem consistent across large numbers of hearing-impaired writers, one could argue that these should be considered dialectal in nature, arising either from the effects of hearing impairment itself, or imposed by the educational and/or social isolation of deafness. (Author)

ED 109 918 FL 007 017
Johnson, Bruce C.

Issues in Sociolinguistic Typology.

Pub Date 75

Note—8p.; Paper presented at the Southeastern Conference on Linguistics (13th, Nashville, Tennessee, March 19-21, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Applied Linguistics, Bilingualism, Data Analysis, Data Collection, Descriptive Linguistics, Diglossia, *Language Classification, Language Planning, Language Research, *Language Typology, *Language Usage, *Language Variation, Multilingualism, Profile Evaluation, *Sociolinguistics

Development of a typology for linguistic situations has been a continuing concern of sociolinguistic research. Thus far, however, typological studies have served primarily to demonstrate the difficulties involved in such an undertaking rather than producing results of obvious utility. With few exceptions, notably Greenberg 1956 and Pool 1972, sociolinguistic typology has taken a categorical view of data which is largely scalar. The arbitrary segmentation of scalar attributes leads to undesirable data-loss, but in the absence of a principled measure of significance there is no elegant alternative. Such a measure is to be sought in the study of the ways that sociolinguistic data are applied to practical concerns. In this paper, the general characteristics of sociolinguistic typologies and the particular features of existing models are reviewed and the following major issues are discussed: (1) treatment of scalar attributes and data-loss, and (2) development of objective measures of significance. (Author/AM)

ED 109 919 FL 007 018
Gilman, Robert

Some Suggested References for the Busy FL Teacher. How to Make the Most of Day-to-Day Language Activities.

Pub Date 25 Nov 74

Note—29p.; Prepared for the AATSP workshop entitled "Changing Community Attitudes to Increase Foreign Language Enrollment: Ideas, Plans and Procedures" (Denver, Colo., Nov 25, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Bilingual Education, Booklists, *English (Second Language), Foreign Language Periodicals, Information Services, Information Systems, *Language Instruction, Learning Activities, Newsletters, Periodicals, *Portuguese, Reference Materials, Reports, *Resource Materials, *Spanish, Teaching Guides, Teaching Methods

This is an annotated listing of bibliographies and reference works that provide retrospective and current coverage of the monographic and periodical literature of FL education and that have been selected for the assistance they offer in locating materials judged to be of greatest utility in the teaching of Spanish, Portuguese, and English to speakers of Spanish or Portuguese. Sources include ACTFL, ERIC, LLBA, LTA, DCBBE, and IRAL. Other recommended readings include books, articles, reports, journals, and other sources, such as foreign language newsletters and various language learning guides. (Author/AM)

ED 109 920 FL 007 019
Green, Joan Rea

A Syllabus for an Inservice Course in Applied Linguistics in Spanish.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date Oct 71

Note—187p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Applied Linguistics, *Curriculum Guides, *Inservice Teacher Education, Interference (Language Learning), Language Guides, *Language Instruction, Language Teachers, Lesson Plans, Morphology (Languages), Nominals, Pattern Drills (Language), Phonemics, Phonology, Pronunciation, *Spanish, State Curriculum Guides, Suprasegmentals, Syntax, Teaching Guides, Textbook Selection

This syllabus is intended to serve as the instructor's manual for inservice Spanish teachers' training courses in applied linguistics throughout the state of Texas. Texts are recommended for both participants and instructor. Lesson outlines are provided for six sessions; they include recommended and required readings as well as extensive lecture outlines. Handout samples are also provided. The sessions cover such areas as: general linguistics (various categories); language

divisions and subdivisions (phonology, morphology, syntax, lexicography, etc.) teaching pronunciation; suprasegmentals; interference from English; pattern drills; transformations; and textbook selection and adaptation. Appendices contain a glossary of linguistic terms and a comparison of English and Spanish mass nouns and count nouns. (AM)

ED 109 921 FL 007 020

Keller, Howard H.
The Place of a Topical Vocabulary Checklist in Foreign Language Teaching.

Pub Date Apr 75

Note—29p.; Paper presented at the Kentucky Interdisciplinary Conference on Linguistics (Richmond, Kentucky, April 4-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Form Classes (Languages), Instructional Aids, *Language Aids, *Language Instruction, *Second Language Learning, *Teaching Methods, Verbal Development, Vocabulary, *Vocabulary Development, Word Frequency, *Word Lists, Word Study Skills

Teaching techniques in vocabulary learning have not kept pace with development in other areas of language pedagogy, and yet the large number of words that students must learn demands an approach that will bring order and system into the process of vocabulary acquisition. The solution to this problem is a topical vocabulary checklist in two versions: 7,000 words for complete coverage of a language, and 2,000 words for bringing perspective and arrangement into basic courses. This topical system differs from earlier vocabulary lists in that it contains a frequency index number for each word presented. The system divides all areas of daily language use into 46 major topics with logical subtopics for larger categories. The list is in English with blanks next to each word for active use by students. The checklist reduces vast amounts of vocabulary items to manageable levels, and gives the student the following advantages over previous approaches: he is always aware of his progress; he has visible subgoals; he can emphasize areas of special interest; he knows his strengths and weaknesses in active language use; and he has a systematic and instructive device for periodic reviews of the language he is studying. There is a definite place in the curriculum for a methodological approach to vocabulary learning. (Author)

ED 109 922 FL 007 021

Aiken, Kenneth G., Comp.
TESL Applications of the Cloze Procedure: An Annotated Bibliography.

Pub Date 28 Mar 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Cloze Procedure, *English (Second Language), *Language Tests, *Reading Comprehension, Reading Tests, Test Construction, Testing, Test Interpretation, Test Selection

This bibliography is intended to provide a selective list of references on the cloze procedure and its application to teaching English as a second language. Part one of the bibliography includes seven general references on the cloze procedure in general, i.e., research reviews and bibliographies. These were chosen because they provide extensive bibliographies. Part two contains thirty-one annotated items, which treat specific problems in the application of the cloze procedure to ESL. Items are mostly MA and Ph.D. theses and published journal articles. (Author/AM)

ED 109 923 FL 007 022

Dean, O. C., Jr.
Verb Position and the Order of Adverbials in German.

Pub Date [74]

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adverbs, Contrastive Linguistics, Descriptive Linguistics, *German, Grammar, Language Research, *Language Typology, Linguistic Theory, Phrase Structure, Sentence Structure, Structural Analysis, *Syntax, *Verbs
Identifiers—Gapping

Recent work in word-order typology has demonstrated that the dominant order of verbs and objects (or complements) correlates well with the general ordering tendencies of languages. The work on German reported in this paper suggests, however, that certain traits, such as the order of adverbials, are influenced not only by general ordering tendencies, but also by the order of verb and object in a particular clause. Although OV-related adverbial order is the dominant order, VO-related adverbial order also occurs in main clauses, provided that the clause does not end in a participle, infinitive, or separable verb prefix. That is, the presence of a verbal element after the object seems to block VO-related adverbial order in main clauses as well as in verb-last dependent clauses, while a simple finite main verb in second position—before its object—allows both orders to occur. The conclusion that certain traits are affected by verb position in a given clause, as well as by general ordering tendencies in a language, is also supported by the behavior of gapping in German. Both forward and backward gapping occur in dependent clauses, but VO-related forward gapping is judged ungrammatical by native speakers if it leaves a nonfinite main verb in final position. (Author)

ED 109 924 FL 007 023

Snow, Catherine E.
Semantic Primacy in First and Second Language Acquisition.

Pub Date 75

Note—21p.

Available from—C.E. Snow, Institute for General Linguistics, University of Amsterdam, Spui 21, Amsterdam, The Netherlands

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cognitive Processes, *Dutch, Error Patterns, Interference (Language Learning), *Language Development, *Learning Processes, Learning Theories, Linguistic Theory, *Psycholinguistics, *Second Language Learning, Semantics

Preliminary results from a longitudinal study of English-speaking children and adults learning Dutch in natural situations suggest that 12- to 15-year-olds learned faster than either older or younger subjects during their first 6 months in Holland. All age differences had disappeared in a group of advanced subjects (English-speakers who had been in Holland for more than a year). The mistakes made by the second language learners on a translation task were very similar to the kinds of mistakes made by young children in their first language. It is suggested that the source of mistakes in both first and second language acquisition is a lack of isomorphism between knowledge of the world and the distinctions expressed in the language. In first and second language acquisition, this is caused by relatively arbitrary linguistic subsystems; in second language acquisition it can also be caused by interference from the distinctions learned in the first language. First and second language acquisition are very similar in the stages and strategies which characterize them, and there is no reason to believe that young children learn language more easily than or in a different way from older children and adults. (Author)

ED 109 925 FL 007 024

Scarpella-Walls, Judith L.
Obligatory Versus Optional Rules in Pedagogical Texts: The Partitive Construction in Italian.

Pub Date 75

Note—26p.; Paper presented at the Annual Linguistic Symposium on Romance Languages (5th, Ann Arbor, Michigan, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adverbs, Applied Linguistics, *Grammar, Idioms, Instructional Materials, *Italian, *Language Instruction, Language Patterns, *Phrase Structure, Pronouns, Romance Languages, Second Language Learning, *Teaching Methods, Textbook Preparation
Identifiers—*Partitive Construction

Italian pedagogical texts in general hold the position that the partitive is not obligatory as it is in French. However, some of these texts devote a great deal of time to repetition and transformation drills while others never mention the construction at all until the chapters on the pronoun replacement of accusative complements. Italian

phrase structure rules require that all accusative complements be replaced by a pro-complement in the discourse. Samples of native speech clearly show that the partitive is often used in the accusative complement, especially in affirmative statements. It is not normally used in negative sentences and is also said to be optional in questions. This optional partitive rule presents a problem for the English language learner. It is this learning task which prompted the reevaluation and reformulation of the partitive construction. If partitive sentences are in fact used by the native speaker in Italian, then sentences like "vorrei delvino" (I'd like some wine); should be introduced when the concepts definite and indefinite are first presented to set up a category which will be filled by an obligatory pro-complement introduced at the same time as other pro-complements. (Author/AM)

ED 109 926 FL 007 025

Lofgren, Horst

Teaching Methods and Teaching Materials in German: A Survey of the UMT Project with Report Abstracts. Pedagogisk-Dokumentation, No. 32, 1974.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Contrastive Linguistics, Error Patterns, *German, *Instructional Materials, *Language Instruction, Language Laboratory Use, *Material Development, Pronunciation, Research Projects, Second Language Learning, Syntax, *Teaching Methods
Identifiers—Swedish

The UNT project (Instructional Methods in German), begun in 1965 and ended in 1974, had as its principal aims (1) to investigate scientifically certain prerequisites for and methodological approaches to teaching German to Swedish comprehensive school pupils and (2) in the light of this investigation and with the aid of successive trails and revisions, to produce a set of curriculum materials for beginners' courses in German. This report gives a description of the project background, aims, and design, as well as references for and abstracts of various parts of the research and development work. The report is divided into the following headings: pedagogical analysis of prerequisites (goal, pupil and subject matter analyses); pedagogical process analysis, together with experiments in teaching methods; pedagogical product analysis with trials of various kinds; and production of teaching materials according to results of the three analyses. The results of the basic research were transposed into guidelines for the compilation and construction of teaching materials. These materials were tested and then revised according to pupil achievement and comments made by pupils and teachers. (Author/AM)

ED 109 927 FL 007 026

Connors, Kathleen

The Subjunctive in Decline: The Case of French.

Pub Date [74]

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Context Clues, *Contrastive Linguistics, Descriptive Linguistics, English, *French, Grammar, Language Research, Language Universals, Linguistic Theory, Negative Forms (Language), *Semantics, Sentence Structure, *Syntax, *Verbs
Identifiers—*Subjunctive

This paper is intended to be the first part of a study contrasting the subjunctive of French with that of English and comparing it in both languages with the syntactic devices that can replace it. It examines the syntactic constraints on the use of subjunctive forms in French, the semantic contrast between indicative and subjunctive forms, and the semantic changes caused by the replacement of the subjunctive. Three types of French predicates induce their complement verbs to take the subjunctive under certain conditions. In addition, relative clauses can exhibit a meaningful indicative-subjunctive distinction which is not lexically conditioned. The [plus/minus referential] contrast expressed by this opposition is quite similar to the "fact" or "affirmation" vs. "hypothesis" distinction that characterizes the

complements of predicates allowing an indicative-subjunctive contrast. One can therefore conclude that the indicative-subjunctive meaning difference in complement clauses is generally [plus/minus real]. The last two sections discuss the ongoing loss of meaning in the French subjunctive and its replacement by other forms. Some predictions are made about the future course of the decline of the subjunctive in French. Certain meaning neutralizations and changes entailed in the replacement of the subjunctive by other syntactic devices are discussed here. (Author)

ED 109 928 FL 007 028

ELT Documents, January 1975.
British Council, London (England). English Teaching Information Centre.
Pub Date Jan 75
Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Audio Equipment, Audiological Methods, Audiovisual Aids, Comics (Publications), Instructional Films, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, Language Laboratory Use, Learning Activities, Magnetic Tape Cassette Recorders, Pattern Drills (Language), Programmed Instruction, Resource Materials, Second Language Learning, Student Attitudes, Teacher Attitudes, Teaching Methods
Identifiers—Functional Linguistics

The theme of this issue of ELT Documents is the use of the language laboratory in language learning. An article by A. Malcy summarizes the conference on the use of the language laboratory for advanced learners, held in Paris, 2-4 Oct. 1974, from which two main perspectives emerged. One is critical of the structuralist audio-lingual assumptions which determined the format of practice materials, the pattern of student response and the design of the language laboratory. Implicit in this stance is the advocacy of communicative goals for language learning. The other perspective is directed more to refining applications of the language laboratory through a diagnosis of operational and pedagogic problems and the development of policies and programs which ensure its more effective exploitation. These two standpoints are illustrated in the following articles. Philip Riley's article explores the implications of the functional approach for the language laboratory; David Harper's article draws attention to the human factors that determine the success of language laboratory instruction; and Robin James' article on alternative audio systems presents alternative resources. Also featured in this issue is a bibliography of children's comics and audiovisual materials for language instruction. (Author/AM)

ED 109 929 FL 007 036

Apanewicz, Nellie
Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965-1973.

Office of Education (DHEW), Washington, D.C.
Div. of International Education.
Report No.—DHEW-OE-74-19111
Pub Date 74
Note—104p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01338, \$1.35)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Education, Career Education, *Curriculum, Early Childhood Education, *Education, Educational Administration, Educational Planning, Educational Policy, *Educational Programs, *Educational Research, Handicapped Students, Higher Education, Instructional Materials, Instructional Media, Teaching Methods

Identifiers—*Union of Soviet Socialist Republics, USSR

This bibliography constitutes a guide to selected reference materials published in English on education in the USSR. The 347 entries, which are indexed alphabetically according to subject categories and cross-referenced, cover the period from 1965 through 1973. Some of the areas stressed are bilingual education, career education, early childhood education, and education for the handicapped. There are listings for every

aspect of education in Russia, however, and for many topics related to education. Entries deal with types of schools and academies and types and levels of education ranging from pre-school through university and vocational. Other topics include curriculum and educational planning, research, development and policy. Publications concerning administration, methods and media, libraries and extra-curricular activities are also listed. (CKL)

ED 109 930 FL 007 049

Sadek, Carmen Sanchez
Theoretical Basis for the Development of the Language Arts Curriculum in Bilingual Programs.
Pub Date 75

Note—17p.; Page 8 of the original document is copyrighted and not available. It is not included in the pagination

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Applied Linguistics, *Bilingual Education, *Communication (Thought Transfer), Cultural Factors, *Curriculum Development, Deep Structure, Educational Objectives, *Language Arts, Language Instruction, Language Skills, Mathematical Applications, Second Language Learning, Semantics, *Set Theory, Teaching Methods

Identifiers—*Bull (William E)

The curricular question of educational purposes is generally answered by Language Arts Specialists in terms of the traditional language skills. Two ideas to better answer this question are proposed: Professor William E. Bull's model of the communication process and his adaptation of the mathematical Theory of Sets to language study. Bull's model of communication is described as including four phases: precoding, encoding, transmission and decoding. The importance of Set Theory in language study is explained. The language skills of listening comprehension, speaking, reading and writing are identified in terms of the phases in the proposed communication model and Set Theory. The precoding phase of the model is found to have no curricular equivalent in any skill. The same is true for Set Theory. Specific goals or educational purposes for the language arts curriculum in bilingual programs and instructional objectives derived from Bull's model and Set Theory are provided. (Author/KM)

ED 109 931 FL 007 051

David, Jacques
French in Africa: A Guide to the Teaching of French as a Foreign Language. Unesco Source Books on Curricula and Methods.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75
Note—246p.; English adaptation by Penelope M. Sewell

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$9.25)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Bibliographies, Course Content, Course Descriptions, Curriculum Development, *Curriculum Evaluation, Educational Administration, Educational Assessment, Educational Experience, Educational Principles, *French, French Literature, Instructional Materials, *Language Instruction, Language Learning Levels, Language Programs, Language Skills, Language Teachers, Language Tests, National Surveys, *Program Evaluation, School Surveys, Secondary Education, Teacher Education, Teaching Methods

This series is designed to provide educators in a number of fields with information based on international experience. The intention is to suggest ways of improving the effectiveness of administrators and the performance of teachers and pupils. This guide was the result of a meeting of educators from organizations supported by UNESCO to teach French in the English-Speaking countries of Africa. The chapters are organized as follows: (1) survey of existing framework—gives the institutions at all educational levels which in some way deal with French, secondary schools receiving the bulk of the attention; (2) general principles—explains the principles on which the organization of the various curricula is founded; (3) stage 1, beginners; (4) stage 2, intermediary; (5) stage 3, advanced; the syllabus for each of the three stages is examined in detail; (6) annotated list of

available course books; (7) examinations and tests; and (8) teacher training and keeping up to date. Following the bibliography, an appendix lists addresses of cultural and educational centers and associations dealing with French in English-speaking Africa. (TL)

ED 109 932 FL 007 052

Ulsh, Jack Lee. And Others
Portuguese. Programmatic Course Instructor's Manual, Volume 1.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 75
Note—312p.; For related document, see ED 096 854

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01586-2, \$3.70)

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, Dialogue, Grammar, Instructional Materials, Laboratory Manuals, Language Instruction, *Language Tests, Listening Comprehension, Pattern Drills (Language), *Portuguese, *Programmed Instruction, Pronunciation, Second Language Learning, *Teaching Guides

The instructor's manual accompanying the student text "FSI Portuguese Programmatic Course" has two functions: it offers the teacher suggestions as to how to use the student text, and it provides a guide to the recorded portions of the student text. The guide contains a script for all of the Portuguese that has been recorded and does not already appear in print in the student text. The bulk of the text is divided into 25 units, each consisting of a series of self-tests to be carried out by the student. The units cover areas ranging from pronunciation to dialogue practice, from introduction of new grammar and exercises relating to it to exercises testing listening comprehension. Suggestions as to how the teacher should utilize these materials are also outlined. It is also suggested that the teacher be familiar with the material before the session, in order to manipulate it effectively during the sessions by means of choral repetition, individual repetition, role playing or conversation based on the dialogues. (CLK)

ED 109 933 FL 007 053

Offenberg, Robert M. And Others
Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74.
Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-7537
Pub Date Dec 74

Grant—OEG-0-9-480089-3503

Note—106p.; For related documents, see ED 046 295, ED 069 158, ED 083 306, ED 102 817

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, *Biculturalism, *Bilingual Education, *Bilingual Schools, *Bilingual Students, Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, English (Second Language), Evaluation Methods, Material Development, Parent Attitudes, Preschool Education, *Program Evaluation, Readiness, Reading Development, Self Esteem, Spanish Speaking, Surveys, Teaching Procedures, Testing

Identifiers—ESEA Title VII, Philadelphia

In its fifth year of operation, the project served about 2,000 students in the Philadelphia public schools. The three components of the project are: (1) Model A, providing bilingual education from prekindergarten to fifth grade, (2) Model B, parallel in pattern to Model A but serving grades 1-4 and grade 2 at other schools, and (3) Arriba, designed to serve new arrivals to the mainland, mostly Spanish-dominant, in grades 3 through 12 in nine schools. The report describes the needs of the environment, the objectives and organization of the project and the modifications instituted in the fifth year. Testing and management problems are examined. Materials completed in 1973-74 are listed and a financial analysis is given. Statistical tables and graphs reflecting language and reading performance, self-esteem and readiness of pupils, and parental support, with an evaluation for each section, make up the bulk of the report.

A cumulative abstract for the five years shows that the "Let's Be Amigos" program has improved performance of both English- and Spanish-dominant pupils in their mother tongues. Growth has occurred in second languages as well but has not been as rapid as anticipated by program planners. A bibliography is appended. (TL)

ED 109 934 FL 007 054

Rothfarb, Sylvia H.
Evaluation of Learning in Language Arts Vernacular Instruction.

Spanish Curricula Development Center, Miami Beach, Fla.
Pub Date [74]

Note—48p.; Best copy available, pages 41, 42, 43, 44, and 48 may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingual Education, Conceptual Schemes, Criterion Referenced Tests, *Curriculum Development, *Language Arts, Language Instruction, Language Programs, Language Tests, Modern Language Curriculum, Native Speakers, Primary Education, *Reading Instruction, Reading Skills, Spanish Speaking, Speech Skills, *Test Construction

Identifiers—ESEA Title VII

This paper presents a preliminary model for a table of specifications for Language Curricula Development Center Language Arts materials. Description of the development of the Criterion-Referenced Unit Achievement Tests, including the tests' design, precedes the recommended model. The model categorizes the main components and behaviors of the SCDC Structured Reading Series, demonstrating how test items are developed keyed to each level of Bloom's Taxonomy. This type of test item construction has been basically followed in developing SCDC tests. The Language Arts Vernacular Strand follows an eclectic approach in reading instruction. At the Primary One Level, it offers a dual purpose Spanish Vernacular reading program: structured reading and related skills of comprehension and interpretation, and language experience reading with oral language development. At the Primary Two Level, it is broadened by a Language Analysis component and by adding creative expression dimensions to the language experience and oral development skills. (Author/CLK)

ED 109 935 FL 007 057

Nostrand, Howard Lee
The "Emergent Model" (Structured Inventory of a Sociocultural System) Applied to Contemporary France.

Pub Date Apr 75

Note—8p.

Journal Cit.—Revised version of article in American Foreign Language Teacher; v4 n3 p23-27, 40 Spr 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Language Programs, *Conceptual Schemes, Cultural Education, *French, *Language Instruction, *Second Language Learning, *Sociocultural Patterns, Values

Identifiers—*France, Opler (Morris), Parsons (Talcott)

An inventory for storing data on a sociocultural system was designed (a) to favor the emergence of a structural-functional model, and (b) to generate the descriptive knowledge most useful for a practical understanding of the life style. Thirty sections are grouped into four subsystems, adapted from those of the sociologist Talcott Parsons: the culture, the society, the ecology, and the individual personality. A fifth main heading is devoted to the culture bearer's perceptions of other cultures. The first three sections of Parson's cultural subsystem, namely the culture-wide values, habits of thought, and underlying assumptions, are equated with the "main themes" of the culture as defined by the anthropologist Morris Opler: if the definition of each main value is amplified to include the pertinent habits of thought and assumed realities, then the value can be perceived as it appears to those who live in the culture. The main themes serve as a manageable-sized handle which the student can grasp. These generalized themes give insight into the situation-specific norms which govern institutionalized roles; and the specific norms, in turn, serve to caution one against regarding the generalized themes as a self-dependent description of the life style. (Author/CLK)

ED 109 936 FL 007 062

Schvaneveldt, Roger W. And Others
Contextual Constraints on Ambiguous Word Recognition.

Pub Date Nov 74

Note—14p.; Paper presented at a meeting of the Psychonomic Society (Boston, Mass., November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Ambiguity, Cognitive Processes, *Context Clues, Decoding (Reading), Deep Structure, Language Tests, Memory, *Psycholinguistics, Recall (Psychological), *Semantics, *Word Recognition

Two major hypotheses are currently at issue concerning the effects of semantic context on ambiguous word recognition: (1) the selective-retrieval hypothesis (SRH) maintains that a single meaning is retrieved from memory, and (2) the nonselective-retrieval hypothesis maintains that all meanings are retrieved from memory. To help clear up this controversy, the following experiment was undertaken. Subjects processed a sequence of three words in which the second word was ambiguous. When the first and second words were semantically related, a similar relation between the second and third words facilitated recognizing the third word, but a dissimilar relation did not. Apparently alternative meanings of ambiguous words are not accessed simultaneously. The data collected is in support of the SRH hypothesis. (Author/TL)

HE

ED 109 937 HE 006 096

Baldridge, J. Victor And Others
Alternative Models of Governance in Higher Education. Research and Development Memorandum No. 129.

Stanford Univ., Calif. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Contract—NE-C-00-3-0062

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*College Administration, Decision Making, Educational Objectives, *Governance, *Higher Education, *Leadership, Management, *Models, Organizational Effectiveness, Organizational Theories, Standards

This report presents the theoretical background of the Stanford Project on Academic Governance. It argues academic organizations differ in major respects from more traditional bureaucracies; hence it is necessary to develop a suitable model of decision-making for use in studying academic governance. The characteristics that set academic organizations apart are described in detail: their goals are ambiguous; they are devoted to client service rather than profit-making; they exhibit a high degree of professionalism; and they are particularly vulnerable to their environment. In light of these characteristics, three models of academic governance are then considered: the bureaucratic and collegial models, and the political model, which is revised and expanded. Although the bureaucratic and collegial models offer valuable insights, the political model is seen as the most satisfactory and complete. A final section analyzes images of leadership and management strategies under each of the three models. (Author)

ED 109 938 HE 006 455

Financial Aid Resources Available to Students Attending West Virginia Colleges and Universities. A Report to the West Virginia Board of Regents.

West Virginia Board of Regents, Charleston.

Pub Date Nov 74

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Colleges, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, Private Colleges, Private Financial Support, Scholarship Loans, Scholarships, *State Aid, Student Loan Programs, Tuition Grants, Universities

This document is directed toward those undergraduate colleges and universities in West Vir-

ginia currently accredited by the Board of Regents, through which a majority of the total student aid dollars directed to students in West Virginia continues to be channeled. Colleges included in the document have been called upon to furnish statistics relating to campus-based federal aid programs, institutional awards, and funds channeled to their students from outside agencies. Since the institution has no direct control over many "outside" monies, estimates have sometimes been necessary in reporting those funds flowing through Social Security, Veterans Benefits, etc. With support from institutional personnel, the Board of Regents' staff has gathered data on the West Virginia Scholarship Program and the Institutional Undergraduate Scholarship Program. Also reported is assistance provided to both full- and part-time students who have received awards. In-state and out-of-state undergraduate students are included. 1973-74 figures have been reported from most of the aid programs that are institutionally administered. 1974-75 data are reported from recipients of assistance through the public college Institutional Undergraduate Scholarship Program and the West Virginia Scholarship Program. Projections included in the final section of this report relate to anticipated awards through all identified programs in 1974-75. (Author/KE)

ED 109 939 HE 006 473

Student Financial Assistance (Seminars). Seminars before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives. Ninety-third Congress. Second Session. Part 9.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 74

Note—171p.; Related documents are: CG 010 033; CG 009 660; CG 009 628; ED 099 081; not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Educational Finance, *Educational Legislation, *Federal Aid, Federal Programs, *Financial Support, *Higher Education, Seminars

Identifiers—*Higher Education Act Title IV

The Special Subcommittee on Education of the Committee on Education and Labor of the House of Representatives, Ninety-third Congress, conducted an extensive series of hearings with regard to the operation of Title IV of the Higher Education Act, the statutory basis for most Federal student financial assistance programs. Five informal seminars were held, covering a wide spectrum of opinion, initiative, and technical advice relative to eventual legislative action. This document is the transcript of those seminars. The seminars invited individuals with personal expertise and experience to try to answer the question, What would be the ideal student financial aid package? The document also contains analysis by the College Entrance Examination Board of the language of Title IV and regulations promulgated thereunder, in an effort to identify the technical problems (inconsistencies in the use of terminology, conflicting requirements for eligibility and the like) to which the Subcommittee might turn its attention. (Author/KE)

ED 109 940 HE 006 474

Higher Education Loan Programs. Hearings before the Special Subcommittee on Education and Labor, House of Representatives. Ninety-third Congress First and Second Sessions on H. R. 68, H. R. 314, and H. R. 12523.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 74

Note—410p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Costs, Educational Finance, *Educational Legislation, *Federal Aid, Federal Programs, Financial Support, *Higher Education, Statistics, *Student Loan Programs

This document concerns the Hearings of the Special Subcommittee on Education of the Committee on Education and Labor of the House of Representatives, Ninety-third Congress on Higher Education Loans. The two bills discussed are: (1) a bill to amend the insured student loan provisions of the Higher Education Act of 1965 to

provide allowances to institutions for their costs in connection with such programs; (2) a bill to amend the student loan provisions of the National Defense Education Act of 1958 to provide for cancellation of student loans for service in mental hospitals and schools for the handicapped. Appendixes to the document include: (1) official correspondence relating to student aid officers responsibilities under the guaranteed student loan program; (2) regulations for application for federal interest benefits and student affidavit; (3) statistics related to the guaranteed student loan program prepared by the U. S. Office of Education; (4) miscellaneous correspondence, and other documents; (5) changes in the existing laws proposed to be made by the subcommittee amendment of H. R. 12523, 93rd Congress; (6) guaranteed student loan program, monthly loan volumes (table); and (7) issue paper, guaranteed student loan program. (Author/KE)

ED 109 941 HE 006 506

Judd, Robert C.
Delphi Decision Methods in Higher Education Administration.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Cost Effectiveness, Costs, Curriculum Planning, *Decision Making, Educational Objectives, *Educational Planning, Evaluation, Facility Planning, *Higher Education, *Information Systems, *Policy Formation
Identifiers—*Delphi Method

This document describes and comments on the extent of use of the Delphi method in higher education decision making. Delphi is characterized by: (1) anonymity of response; (2) multiple iterations; (3) convergence of the distribution of answers; and (4) statistical group response (median, interquartile range) preserving intact a distribution that may still remain wide. Since its first use in higher education at least five major new fields have emerged. These fields are: (1) cost-effectiveness, cost/benefits analysis; (2) curriculum and campus planning; (3) college, university-wide educational goals and objectives; (4) consensus on rating scales, values, and other evaluation elements; (5) generalized educational goals and objectives for the future. The document discusses the Delphi method in relation to each of these fields, criticism about the Delphi approach, and its cost in terms of time and money. The Delphi method is found to be beneficial to higher education planning. (Author/KE)

ED 109 942 HE 006 507

Lind, Marshall L.

Annual Report for 1972-73 of the Student Financial Aid Programs.

Alaska State Dept. of Education, Juneau.

Pub Date 16 Aug 73

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Costs, Degrees (Titles), *Educational Finance, Enrollment, Federal Aid, Financial Needs, *Financial Support, *Higher Education, *Scholarship Loans, State Aid, Statistical Data, Statistical Surveys, *Student Loan Programs, Tuition Grants
Identifiers—*Alaska

This document presents a longitudinal view of the Student Loan Program and the Tuition Grant Program, including both statistical and survey information. Tables one to three contain statistical information on the 1972-73 and 1973-74 Student Loan Programs. Tables four and five cover statistical information on Tuition Grants for 1972-73 and 1973-74. The survey report on Student Loan Programs is covered in tables six to twenty. Survey information includes: 1972-73 class standing; enrollment by degree; student loan by dollar amounts; percent of the total educational costs covered by 1972-73 loans and the means of making up the difference; arrival of (and tardiness of) first-term and second-term in-state and out-of-state checks; satisfaction or dissatisfaction with the delivery of the checks and with the Student Loan Program. Tables twenty to thirty-one cover the survey report of the Tuition Grant Program. Tables include information on: class standing; enrollment by degree; Student Loans and Tuition Grants prior to 1972-73; student loans from federal or other sources; numbers receiving loans for 1972-73; percent of total

educational costs covered by 1972-73 tuition grants and means of making up the difference; living plans for after graduation; extent of influence of the Tuition Grant Program; comparison of general satisfaction or dissatisfaction of students with the Tuition Grant and Student Loan Programs. Appendixes follow with general comments. (Author/KE)

ED 109 943 HE 006 508

Byers, Maureen

Information Exchange Procedures. Outcomes Study Procedures. Technical Report No. 66.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Costs, Curriculum, Data Bases, Decision Making, Educational Planning, *Higher Education, *Information Processing, *Information Systems, *Information Utilization, Management Systems, Questionnaires, *Student Development
Identifiers—IEP, *Information Exchange Procedures

The Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems (NCHEMS) are a set of standard definitions and procedures for collecting information about disciplines and student degree programs, outcomes of instructional programs, and general institutional characteristics. A fundamental purpose of IEP is to assist postsecondary education institutions in establishing a basic set of data useful for the improvement of education planning and management. This purpose is pursued through IEP in two ways: (1) by helping the institution to create its own internally useful data set and (2) by fostering the creation and exchange of comparable data sets among similar institutions. The IEP basic data set now consists of information of each of the following types: (1) institutional characteristics; (2) student enrollments and characteristics; (3) personnel resources; (4) other resources; (5) institutional finances; (6) costs by instructional discipline and student program; and (7) student outcomes. This document is directed toward the definition and discussion of IEP student outcomes information and procedures for obtaining them. It also presents the procedures for creating the data set necessary to support further developments, provides a descriptive overview of the outcomes of student programs, and allows the institution in the context of IEP to undertake examination of the activities, costs, and results of those programs. (Author/KE)

ED 109 944 HE 006 510

The Matter of Choice. A Study of Out-of-State Use of Grants Financed by Appropriations from the State Legislature in Pennsylvania.

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date Nov 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College Choice, Costs, Educational Policy, Enrollment, *Financial Policy, *Higher Education, *Post Secondary Education, *State Aid, State Programs, Student Characteristics, Student Costs
Identifiers—*Pennsylvania

Acting through the Pennsylvania Higher Education Assistance Agency, the Commonwealth of Pennsylvania provides a comprehensive program of grant assistance to undergraduate students enrolled full-time in approved institutions of postsecondary education. In the 1974-75 academic year, the program will provide an estimated \$71.5 million to more than 105,000 students. Since its inception in 1966, the Higher Education Assistance Agency's Board of Directors have tried to support student freedom of choice in institutions within and outside the Commonwealth. For the 1974-75 academic year, an estimated 12,040 students (11.4 percent of the total number of recipients) attended institutions outside the Commonwealth. As educational conditions changed, a number of individuals and groups have questioned the continuation of un-

limited use of grants provided by the Commonwealth at institutions outside its borders. This document attempts to assist the members of the agency's board of directors in considering the desirability of possible policy change. A questionnaire was mailed to each 1974-75 out-of-state grant recipient. A total of 11,793 questionnaires were mailed. A total of 5,290 students (47.1 percent) answered the questionnaire. Using information gathered from the questionnaires the document examines: characteristics of students; reasons for not enrolling in a Pennsylvania institution; potential student response to policy change; financial implications of policy change; and human costs of policy change. (Author/KE)

ED 109 945 95 HE 006 512

Collier, Douglas J. Merins, Paul J.

Higher Education Finance Manual 1975.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Report No.—NCES-75-118

Pub Date 75

Contract—OEC-0-71-1381

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Accounting, Budgeting, Budgets, Cost Effectiveness, Cost Indexes, *Data, *Data Analysis, *Educational Planning, Expenditures, Financial Policy, *Higher Education, Management Development, Money Management, Organizational Effectiveness

The Higher Education Finance Manual (HEFM) is intended to serve as a guide to higher education planners and managers in their understanding and use of institutional finance data. It addresses higher education finance data from the layman's perspective. The document includes definitions of accounting terms and descriptions of generally accepted financial statements in addition to outlines of potential uses for the data contained in those financial statements. Chapters discuss: (1) a definition of the problem and objectives of the HEFM project and the relationship of the HEFM to other publications; (2) HEFM data limitations and uses; (3) concepts of fund accounting; (4) definitions of financial terms; (5) uses and limitations of balance sheet, layered balance sheet, columnar balance sheet, and related categories; (6) statement of changes in funding balance including its uses, limitations, and related data categories; (7) statement of current funds revenues, expenditures, and other changes, including statement description, uses, limitations, and related data categories such as revenues and transfers in expenditures and mandatory transfers; (8) current funds source/use format with description of uses, limitations and statement preparation; (9) adaptations of the current funds source/use format including communication with funding sources and with legislative/governing boards, projective planning, resource acquisition/fundraising, and intrastitutional planning and management; and (10) implications of the HEFM. (Author/KE)

ED 109 946 HE 006 515

[Preliminary Report on the Activities of the Tennessee Student Assistance Corporation for the School Year 1974-75.]

Tennessee Student Assistance Corp., Nashville.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Court Litigation, Financial Support, *Higher Education, Post Secondary Education, *Scholarship Loans, *State Aid, *Student Loan Programs, *Tuition Grants
Identifiers—*Tennessee, Tennessee Tuition Grant Program

The Tennessee Educational Loan Corporation and the Tennessee Student Assistance Agency have merged into a single state agency, the Tennessee Student Assistance Corporation, for the purpose of administering the state's student assistance programs. These are: (1) the Tuition Grant Program; (2) Guaranteed Student Loan Program; (3) Medical Scholarship-Loan Program; and (4) Graduate Nursing Scholarship-Loan Program. Through its student assistance programs, the state has made it possible for more than nine thousand students to enroll in postsecondary edu-

educational institutions for the 1974-75 school year. In direct grants, more than \$4 million has been advanced to students. Another \$4 million in student loans have been insured making it possible for more than three thousand students to obtain loans through commercial lenders in the state. This document reviews the activities of the several programs during the first ruling on the Tennessee Tuition Grant Program. A suit was filed by the Americans United for the Separation of Church and State against the State of Tennessee. The court ruled that the statute creating the Tennessee Tuition Grant Program is unconstitutional, since it violates the Established Clause of the First Amendments. The document also discusses the effect of that ruling on the Tuition Grant Program. (Author/KE)

ED 109 947 HE 006 516
Follow-up Study of Tuition and Fee Comparisons
and Federal Student Financial Aid Rankings.

Washington State Council on Higher Education,
Olympia.

Pub Date Apr 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Costs, Enrollment, Expenditures,
Federal Aid, Federal Programs, *Fees, *Financial
Support, Graduate Students, *Higher Education,
Operating Expenses, Statistical Data,
Tables (Data), *Tuition, Veterans
Identifiers—*Washington

This document is written in an attempt to clear up any confusion that exists concerning information presented on the question of tuition and fee increases. In conjunction with the certification of data, questions were asked concerning the following subjects: (1) The composition (makeup) of the total charges in terms of support for operating costs, capital expenditures, special student activities, and services fees; (2) the extent of any differential charged to graduate students; (3) whether or not lower fees are charged to graduate students; (4) whether or not lower fees are charged to resident Vietnam veterans; and (5) plans for increasing tuition and fees for 1976-77. This survey was as extensive as possible and in the authors' opinion reflected actual practice within the respective states. It was found worthwhile to follow-up on published sources when the State of Washington ranked either exceptionally high or exceptionally low in a particular category. The council staff checked both the aid amount information and the enrollment figures. In discussions with individuals who conducted the survey and with the National Center of Education Statistics, the U.S. Office of Education, it was determined that the dollars per student were based on an erroneous enrollment count for the State of Washington. Corrected tables along with the corrected enrollment information as published by the National Center of Education Statistics are attached to the document. (Author/KE)

ED 109 948 HE 006 517
1972-73 Instructional Expenditures Study.

Washington State Council on Higher Education,
Olympia.

Pub Date Apr 75

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—Community Colleges, *Costs, Data
Analysis, *Expenditures, *Higher Education,
Instructional Programs, *Public Facilities,
Research, Service Education, State Colleges,
*Unit Costs, Universities

Identifiers—*Washington

The following tables are the result of the Council on Higher Education study of 1972-73 unit costs in public institutions on higher education. This study is the first effort in this state (and perhaps any state) to clearly relate all costs to the instructional, research, and public service efforts of all the public institutions of higher education. The information base has been built from a detailed level (e.g., upper division biology courses or dental assistant technology courses started after the eighth day of instruction) and aggregated upward. This report includes information covering the community colleges, the state colleges, and the two universities. The cost data are presented in a format compatible with the "Program Decision Structure," and are also compatible with structures being developed nationally

for the presentation and analysis of higher education costs. In reviewing the figures contained in this report, comparisons of overall averages except in those cases where the institutions offer reasonably similar instructional programs should be avoided. The same rule applies to comparisons of graduate costs at the state colleges and universities where the differences in program size and type significantly affect costs. (Author/KE)

ED 109 949 HE 006 519
Federal-State Responsibility for Facilitating Student Access. Policy Analysis Service Reports,
Vol. 1, No. 2.

American Council on Education, Washington,
D.C. Policy Analysis Service.

Pub Date Mar 75

Note—20p.

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle,
Washington, D.C. 20036

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Educational Opportunities, Federal
Aid, Federal Legislation, Federal Programs,
*Federal State Relationship, *Higher Education,
Open Enrollment, Post Secondary Education,
Scholarships, State Aid, *State Legislation
Identifiers—City University of New York, CUNY,
SSIG, *State Student Incentive Grants

During the spring of 1974 a series of seminars on student aid programs and student access was held in connection with the congressional hearings on Title IV of the Higher Education Act. Participants represented the federal, state, or institutional point of view. This document reporting on those seminars, deals with federal-state responsibilities in facilitating student access to postsecondary education. This topic is particularly thorny for two reasons. First, clear-cut federal legislative policy for postsecondary education has been lacking, at least until the 1972 Education Amendments with their initiation of a program of state scholarships and their creation on the 1202 Commissions. Second, the 50 states differ greatly on variety of important variables: legislation, the mix of public and private institutions, student migration patterns, arrangements for financial postsecondary education, and level of financial support for the total system. In addition to these two major problems, many other difficulties arise in trying to apportion responsibility between the federal government and the states. Some of these difficulties discussed by the five panel members are: (1) The Federal Role; (2) The Promise of SSIG; The Goals of State Aid, and The Complementary Roles of State and Federal Programs; (3) The CUNY Experience; (4) A Challenge from the Private Sector; (5) The Paradox of "Access"; The Scorecard, and Increasing Student Choice. (Author/KE)

ED 109 950 HE 006 520
Financial Support of Higher Education in
Washington. A National Comparison.

Washington State Council on Higher Education,
Olympia.

Pub Date Mar 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Enrollment, *Expenditure Per Student,
*Expenditures, *Financial Support,
*Higher Education, Private Colleges, State Colleges,
State Universities, *Tax Support

Identifiers—*Washington

This document presents national comparisons of higher education support on the following criteria: (1) the tax support obtained from local taxing districts as well as state appropriations, (2) the proportion of each state's population enrolled in the state's higher education institutions, (3) the proportion of total student population in each state enrolled in private institutions compared with enrollment in public institutions, (4) the combined state and local appropriations for higher education on a per capita basis, (5) the contribution being made per capita compared with the State's per capita personal income. This document is an effort to bring to bear several of the relevant factors, including estimated local tax support, to aid in understanding overall patterns of state financial support. The tables are based on published data (sources are listed following the tables). In several cases where data substantially changed from the previous year, the states were contacted by telephone to provide an additional

check. Tables are: (1) combined state and local expenditures for higher education per equivalent full-time student, (2-3) percentage of student enrollment in public institutions to total population and percentage of private enrollment to total student enrollment, (4-5) combined state and local appropriations per \$1,000 of per capita personal income and combined state and local appropriations on a per capita basis. Appendix contains 1970-71, 1972-73, and 1973-74 comparison data. (Author/KE)

ED 109 951 HE 006 522
Hollander, T. Edward

The Governance of Postsecondary Education in
New York State.

Pub Date 16 Jan 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Budgets, Educational Coordination,
Educational Planning, *Governance, *Govern-
ing Boards, *Higher Education, Institutional
Administration, *Post Secondary Education,
State Aid, *Statewide Planning

Despite the large size and scope of postsecondary education in New York and the resulting complexities that exist, there is a strong commitment to pluralistic education. A basic premise in the governance of postsecondary education in New York is that statewide planning and coordination must be directed so that institutions, in making their separate decisions, can chart their paths with relationship to what other institutions regionally and across the state are planning, while assuring that state and federal resources are used to achieve the goals established for the state as a whole. Part 1 of the document discusses: alternatives to the present system of governance, background on the University of the State of New York, New York State's performance in postsecondary education, the coordination of postsecondary education with other educational levels, and the relationship of regents to the state executive and legislature. Part 2 discusses changes in planning functions and procedures, citing weaknesses of statewide planning in the past as: (1) the lack of detail of institutional plans; (2) the lack of communication among public and private institutions as they proceed in the planning process, and (3) the lack of formal arrangements for articulating the budget with the planning process. Part 3 discusses governance of student aid and the Higher Education Service Corporation. Part 4 notes other governance issues that deserve some attention. (Author/KE)

ED 109 952 HE 006 523
Miyataki, Glenn K. Gray, Robert G.
Academic Unit Planning Manual Field Review
Edition. Technical Report No. 72.

Western Interstate Commission for Higher Education,
Boulder, Colo. National Center for Higher
Education Management Systems.

Pub Date Jan 75

Note—182p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS
POSTAGE

Descriptors—Departments, Educational Administration,
Educational Assessment, Educational
Objectives, *Educational Planning, Faculty,
*Higher Education, *Management Information
Systems, Management Systems, *Modular
Building Design, Planning, Resources, Systems
Approach, *Unit Plan

This document is intended to provide a systematic aid for planning and managing academic units (schools, colleges, departments, or divisions) within an institution. It consists of a comprehensive set of techniques and procedures that can be used by academic unit administrators to examine the internal operations of their units—their functions, demands, faculty and financial resources, and outcomes. While implementation of this manual can occur at various levels within an institution, it is designed to focus on the academic departments. The document has been designed to be flexible in its use and to rely on the administrator's experience and judgments in applying the tools to examine various planning situations. It is organized into several "modules," each of which addresses a particular aspect of the overall planning and management process within academic units. Modules are: (1) structures module, (2) academic demand module, (3) faculty planning module, (4) finance module, (5) outcomes module. Appendixes describe: (1) con-

tributions on NCHEMS products to the academic unit planning manual; (2) the NCHEMS program classification structure; (3) program measures; (4) completion of worksheet 3B, the faculty planning form; (5) inventory of higher education outcomes variables and measures. (Author/KE)

ED 109 953 HE 006 526

Mann, Richard L. And Others

An Overview of Two Recent Surveys of Administrative Computer Operations in Higher Education.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computers, *Data Bases, *Educational Administration, *Higher Education, *Management Information Systems, Resource Allocations

This document summarizes the results of two surveys about the current administrative uses of computers in higher education. Included in the document is: (1) a brief history of the development of computer operational and management information systems in higher education; (2) information on how computers are currently being used to support administration at the operational and management levels; (3) estimates of the allocation of computer resources by institutional size and type and by application area; (4) identification of factors related to the development of computer-based management information systems, including organizational considerations. The primary purpose of this document is to provide higher education administrators with a general picture of current trends so that they may compare their efforts and plans with these trends. Chapters include: (1) use of computers in college and university administration, (2) development of computer-based management information systems, and (3) organizational considerations. Tables provide statistical information. (Author/KE)

ED 109 954 HE 006 531

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1973. A Report to the President and Congress.

National Science Foundation, Washington, D.C.

Report No.—NSF-75-304

Pub Date Dec 74

Note—168p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.25)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Colleges, *Educational Finance, Educational Programs, *Federal Aid, Fellowships, Grants, *Higher Education, *Research and Development Centers, *Sciences, Statistical Data, Universities

Statistical data provide a comprehensive picture of federal funds awarded directly to institutions of higher education. The categories of federal support include research and development; R&D plants; facilities for instruction in science; fellowships, traineeships, and training grants; general support of science (e.g., institutional grants); and obligations for nonscience activities. In addition to analyses by type of activity, the distributions by field of science, agency source of support, and geographical area are provided. Data are also shown for Federally Funded Research and Development Centers (FFRDC's) administered by institutions of higher education, elected independent nonprofit institutions, and nonprofit-administered FFRDC's. Sections are: (1) total federal support, (2) academic science support, (3) federally funded research and development centers administered by universities and colleges, (4) federal support to independent research institutions, (5) federally funded research and development centers administered by independent nonprofit institutions. Appendixes contain technical notes and statistical tables. (Author/KE)

ED 109 955 95 HE 006 532

Brann, James
The Making of an Air-Supported Campus. Antioch's Bubble. Final Report.
Antioch Coll., Columbia, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-71-4725

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Construction Programs, *Curriculum Development, Experimental Curriculum, *Experimental Programs, Facility Planning, Field Experience Programs, *Higher Education, *Learning Experience

Identifiers—*Antioch College, Maryland

The inflation of the vinyl bubble by Antioch students and faculty climaxed more than a year of study, planning, dealing with contractors, county officials, manufacturers of equipment and materials—and maturing the technology of pneumatic buildings. These activities were combined into what Antioch calls a "process-oriented curriculum." This experimental and federally-financed program of study was developed as part of the bubble project. The success and failures of the project and the curriculum are described, and some suggestions are made to other colleges that might attempt such a process-oriented effort. The appendix contains outlines for courses given in relation to the project and working papers generated by the Antioch team during the project. (Author/KE)

ED 109 956 HE 006 537

Lipset, Seymour Martin Riesman, David
Education and Politics at Harvard.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—449p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020 (\$15.95)

Document Not Available from EDRS

Descriptors—Academic Freedom, *Academic Standards, Administration, Admission Criteria, *Educational Development, *Educational History, Faculty, Governance, Governing Boards, *Higher Education, *Political Issues, Racial Attitudes, Religious Factors, School Community Relationship, Social Development, Students
Identifiers—*Carnegie Commission on Higher Education

Part I of this document discusses the political controversies in which Harvard University has been embroiled, exploring past and present sources of conflict among the various estates of the university—that is, students, faculty, administrators, and governing boards—as well as the tensions between the university and external authorities. Political, social, and religious developments in the United States and Harvard's rise to preeminence in higher education are examined. Part II gives a personal examination of Harvard College in the late twenties, and from 1958 to the present. It takes up the question of meritocracy, that is, selection based on qualification. Meritocracy was once seen as promoting social equality. Recently, however, it has been attacked by those who see it as perpetuating a system based on racial and sexual discrimination. The effects of this new attitude on Harvard are explored. (Author/KE)

ED 109 957 HE 006 538

Ladd, Everett Carl, Jr. Lipset, Seymour Martin
The Divided Academy: Professors and Politics.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—415p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020 (\$17.50)

Document Not Available from EDRS

Descriptors—Age, *College Faculty, *Faculty Evaluation, *Higher Education, Jews, *Political Affiliation, *Political Influences, Social Sciences, Socioeconomic Background, Surveys, Units of Study (Subject Fields)

Identifiers—*Carnegie Commission on Higher Education

College and university faculty, together with their students, have established a reputation as being among the most liberal-left political groups in the United States. The extent to which that reputation is deserved and reasons why political liberality is so dominant on the nation's campuses are the subjects of this document. The empirical

evidence comes from a national survey in which 60,000 faculty members in more than 300 institutions responded. Variations of political orientation associated with different academic disciplines, age, and religion are also described and analyzed, but the factor found to be most significant in explaining the left-liberal politics of professors is their commitment to the intellectual community. Chapters cover: (1) the politics of the intellectuals; (2) the ideology of academics: intersections of national and campus affairs; (3) academic disciplines and politics; (4) discipline and politics: the case of the social sciences; (5) class, intellectuality, and academic politics; (6) intellectuality and social background: the liberalism of Jewish academics; (7) the demography of academic politics: age and social background; (8) issues of the 1960's: the ear of campus protests; (9) persisting effects of the 1960's: the 1972 presidential election; (10) issues of the 1970's: unionism and the professoriate; and (11) conclusions. (Author/KE)

ED 109 958 HE 006 540

Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972.

Alaska State Dept. of Education, Juneau.

Pub Date 25 Jul 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Enrollment, Enrollment Influences, *Higher Education, *State Aid, *Statistical Data, *Student Loan Programs, *Student Opinion, Surveys
Identifiers—*Alaska

Information on the Student Loan Program 1971-72 in the state of Alaska is given in this document. Statistical tables divide information by in-stage college attended and other states or regions. Tables are: student loans awarded 1971-72, student loans awarded 1971-72 percentage chart, average size of loans 1971-72, recapitulation of loan program activity, and 21 of the most frequently attended out-of-state colleges. Also included is information gathered from a survey of students involved in the student loan program. Of the students responding 44.3 per cent attended school in-state and 55.7 per cent attended schools out-of-state. The evaluation sheet used to gather survey information, numbers on various fields of study, and reasons for students choosing a particular school are also given. (Author/KE)

ED 109 959 HE 006 543

Millard, Richard M. Berve, Nancy M.

The States and Private Higher Education.

Education Commission of the States, Denver, Colo.

Pub Date 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Contracts, Disadvantaged Groups, Equalization Aid, Facilities, Financial Support, Grants, *Higher Education, Minority Groups, Post Secondary Education, *Private Colleges, Professional Education, *State Aid, Student Loan Programs, *Surveys, *Tables (Data)

This document is a tabular survey of programs in operation or approved for state support of private higher education in the 50 states. The table is arranged by state and covers: (1) contracts; (2) direct institutional aid; (3) disadvantaged/minorities; (4) facilities assistance/authorities; (5) medical/dental/nursing; (6) student aid; and (7) others. Listed under each of the seven types of programs is information on the funding, restrictions and/or distribution of each program. (Author/KE)

ED 109 960 HE 006 545

Ebberts, Larry H. Stoner, Kenneth L.

Assessing Student Development in the Residential Environment: A Bibliography of Related Research.

Pub Date 8 Mar 73

Note—31p.; For related document see ED 086 097. Paper presented to the American College Personnel Association Conferences (March 8, 1975). Excerpt from "Residence Halls in U.S. Higher Education: A Bibliography"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administration, Annotated Bibliographies, *Bibliographies, *College En-

environment, Counseling, *Dormitories, *Higher Education, Organization, Personnel, *Residential Colleges, Student Development.

The annotations selected to be included in this document are based on their relevancy to assessment of student development in the residential environment. While there are other sources in addition to those presented, this bibliography is designed to provide the reader with some of the writing and research related to student development in residence halls. The annotations are arranged by areas as they appear in the bibliography. Areas are: (1) organization and administration of residence halls; (2) programming in residence halls; (3) residence hall personnel; and (4) counseling in residence halls. All the citations reflect the source of information used for the annotation. The newest monograph, "Student Development and Education in College Residence Halls," provides a background and a collection of articles relating to student development in the residential environment. Individual articles appearing in the monograph have been annotated for the presentation. (Author/KE)

ED 109 961 HE 006 546

Hollander, T. Edward

Planning for Changing Demographic Trends in Public and Private Institutions.

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Birth Rate, *Demography, Educational Administration, Educational Objectives, *Enrollment Projections, *Enrollment Trends, *Higher Education, Population Trends, Private Colleges, State Colleges, State Universities, *Statistical Analysis
Identifiers—*New York

Institutions of higher education face a critical turning point in enrollment. How they respond will determine their future role in our society. This document gives a detailed analysis of the impact of demographic trends on individual institutions, especially as the trends affect the relationship of public to private higher education. This document attempts to assess these trends and their implications for institutions in New York State. Topics covered are: (1) present enrollment trends; (2) population trends in New York State; prospects for full-time undergraduate enrollment; (3) prospects for individual institutions, 1974-1990; (4) "holding power" of individual institutions; (5) extended mission needed; (6) the creative management of decline; and (7) implications for public policy. Tables give statistical information relating to (1) New York State Collegiate enrollments by sector and level—1963 and 1973; (2) live births for New York State 1956-1974; (3) New York State full-time freshmen enrollments (actual 1960-1972 and projected 1974-1990); (4) full-time undergraduate enrollments (actual 1960-1973 and projected 1974-1990); (5) full-time undergraduate enrollments 1973-1990 and 1980 projected by sector, low series; (6) summary of expected enrollment changes of full-time undergraduates at 187 institutions in New York State. (Author/KE)

ED 109 962 HE 006 551

Stoddard, Eleanor And Others

Research and Development in State Government Agencies. Fiscal Years 1972 and 1973. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-303

Pub Date Feb 75

Note—74p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.80)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Colleges, Data Collection, *Expenditures, *Federal Aid, *Higher Education, Personnel, *Research and Development Centers, Research Projects, Sciences, *State Aid, Statistical Data, Surveys, Universities

A survey to elicit data on R&D expenditures of state government agencies for fiscal years 1972 and 1973 is covered in this document. In 1973 total R&D expenditures by all sectors of the economy were \$30,427 million. The R&D expenditures of State government agencies amounted to 0.9 percent of this total. Expenditures of state government agencies to applied research

amounted to 2.4 percent of the national effort in 1973. This document requested expenditure data by state agency subdivision in terms of character of work (basic research, applied research, and development), source of funds, performer, field of science, and R&D activities. The survey questionnaire included agencies responding to the previous state government R&D grants and contracts. Sections are: (1) the state and science; (2) broad features of state R&D support; (3) leading supporting states; and (4) R&D manpower. Appendixes contain: (1) technical notes; (2) statistical tables; (3) R&D activities in state universities and colleges; (4) reproduction of survey questionnaires; and (5) selected bibliography. (Author/KE)

ED 109 963 HE 006 554
Instituting Competency-Based Degree Programs in a Large Public University. Curriculum of Attainments.

Florida State Univ., Tallahassee. Center for Educational Design.

Pub Date 31 Mar 75

Note—37p.; Proceedings of a symposium held at the Annual Meeting of the American Educational Research Association (March 31, 1975). A few pages are of marginal legibility

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—College Curriculum, Curriculum Planning, Degree Requirements, *Educational Objectives, *Educational Planning, *Higher Education, Models, *Performance Based Education, Program Evaluation, *School Organization, Symposia, Universities

Identifiers—COA, *Curriculum of Attainments

The principal concept of the Curriculum of Attainments (COA) is that college degrees are awarded on the basis of demonstrated competencies without regard to the amount of time required to attain them. The method of curriculum reform advocated in the COA project is the establishment and expansion of small pilot programs within existing departmental structures. Through the continuing development of exportable self-instructional materials, an open university may be attained that may significantly reduce the time required for on-campus residence required for the degree. This document discusses issues related to the COA program. Included are: (1) instituting competency-based degree programs in a large public university; (2) reasons for the curriculum of attainments; (3) COA program planning and implementation at the departmental level: a matter of commitment and contribution; (4) competencies and their assessment; (5) thoughts on mentoring with tongue-in-cheek; (6) instituting competency-based degree programs in a large public university; (7) COA evaluation activities, 1974-1975. Appendixes include COA student learning profile, learning package evaluation questionnaire, mentor activity chart, attainment-based transcript, and brochure. (Author/KE)

ED 109 964 HE 006 557

Trivett, David A.

Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?

Pub Date 20 May 75

Note—30p.; Paper presented at conference on "Non-Traditional Study: Threat, Promise or Necessity," (Drake University, Des Moines, Iowa, May 20, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Students, Birth Rate, Changing Attitudes, College Students, *Demography, *Educational Alternatives, Educational Attitudes, *Enrollment Trends, *Higher Education, High School Graduates, *Nonformal Education, Population Trends, Statistical Data, Tables (Data), Trend Analysis

In this document, tables and charts illustrate the present state of attainment of education in the U.S. and the changing nature of choices people are making. The document attempts to show the demographic data that proves or disproves the necessity of nontraditional study and the relationship of nontraditional study to the fate of higher education in general. Data is used to answer the questions: to what extent is there a population available with sufficient education to benefit from either traditional or nontraditional study; will high school graduates who are no longer choosing to attend college change their minds later in their lives; would widespread

availability of alternative forms of education restore the upward trend in college attendance; are we leveling off to a "natural" rate of college attendance; what are future trends in education? Data seem to support the view that in the future more older people will go to school. Tables include information on: number of high school graduates; number and type of people attending college; years of college completed; enrollment changes and trends; comparisons of working and school populations; and enrollment projections. (Author/KE)

ED 109 965 HE 006 569

The Foreign Undergraduate Student: Institutional Priorities for Action.

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—118p.; Papers presented at a colloquium sponsored by The National Liaison Committee on Foreign Student Admissions (Racine, Wisconsin, June 20-21, 1974)

Available from—College Board Publication Orders, Box 2815 Princeton, N.J. 08540 (\$2.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Admission Criteria, Colleges, Community Colleges, Financial Support, Foreign Countries, *Foreign Student Advisers, *Foreign Students, *Higher Education, Information Dissemination, Organizations (Groups), Proprietary Schools, *Undergraduate Students, *Undergraduate Study, Universities

A group representing United States higher education, Federal Government, foundations, and professional agencies and associations met to discuss the issue of the impact that undergraduate foreign students and United States postsecondary education have on each other. The meeting was organized around three prepared papers. The papers dealt with the ideal, the real, and the practical approach to undergraduate foreign student programs. This document reprints those papers. With insights gathered from the colloquium, some guidelines were established that might be utilized entirely or in part by institutions, government, professional associations, and foundations as they develop an achievable strategy, one in which the "ideal," or the dream, and the "real" with all its existing constraints, were concurrently examined. Some recommendations include: (1) information sources overseas; (2) integrity in admissions; (3) clearinghouses; (4) curricular reform; (5) legislation; (6) service to institutions; (7) institutional self-study; (8) research; (9) two-year colleges; (10) proprietary schools; (11) liaison with financial aid office; (12) accrediting; (13) international foreign student association. (Author/KE)

ED 109 966 HE 006 574

Lavin, David E.

Open Admissions at the City University of New York: A Description of Academic Outcomes after Two Years.

City Univ. of New York, N.Y. Office of Program and Policy Research.

Pub Date Jun 74

Note—448p.

EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE

Descriptors—*Academic Achievement, *College Credits, Colleges, Community Colleges, Comparative Analysis, Compensatory Education, *Educational Trends, Grades (Scholastic), *Higher Education, *Open Enrollment, Statistical Data

Identifiers—*City University of New York

This document studies academic trends in terms of credits earned, grade-point average, and the ratio of credits earned to credits attempted. Data on which the study is based were collected for freshmen who entered in 1970 and 1971. For the 1970 freshmen, academic outcomes were described over the course of the first four semesters. For the 1971 freshmen, academic outcomes were described for the first two semesters. Data on the first-year performance of the two classes were compared. Data were reported in aggregate for senior and community colleges; comparisons between individual CUNY colleges were also presented. Four major topics were considered: (1) academic performance of students (grade-point average and credit generation); (2) retention is related to academic performance; (3) the impact of compensatory programs upon re-

tion and academic performance; (4) comparison of academic outcomes for SEEK and non-SEEK students. SEEK stands for Search for Education, Elevation, and Knowledge and is a forerunner of the open admissions program at CUNY senior colleges. (Author/KE)

ED 109 967 HE 006 539

Seventeenth Biennial Report-Part II.
Oklahoma State Regents for Higher Education,
Oklahoma City.

Pub Date 30 Jun 74

Note—192p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Accreditation (Institutions), Budgets, Degrees (Titles), Enrollment, Expenditures, Federal Aid, Fees, Financial Support, *Governing Boards, Grants, *Higher Education, Income, State Aid, *State Colleges, *State Universities, *Statistics, Work Study Programs
Identifiers—*Oklahoma

This document is designed to record certain highlights of progress of Oklahoma higher education as viewed from the perspective of the state-level coordinating agency, the Oklahoma State Regents for Higher Education. The document records the historical accomplishments of Oklahoma higher education and provides summary data for use by the 1975 Oklahoma Legislature, the governor, colleges and universities of the state system, and other individuals interested in the progress and prospects of the higher education in Oklahoma. Chapters are: (1) progress and plans; (2) historical and statistical information, including: enrollment, degrees, accreditation, student aid, Title VII-HEFA, Title VI-A-HEA, college testing program, regents' resolutions, appropriation acts, budget information, income and expenditures, bonded indebtedness, capital improvements, new college funds, and student fees; (3) historical record of boards, institutions, and presidents. (Author/KE)

ED 109 968 HE 006 593

A Resource Document for Implementing Recruitment of Minorities and Women at The Florida State University.

Florida State Univ., Tallahassee.

Pub Date 73

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Bibliographies, Directories, Doctoral Degrees, *Faculty Recruitment, *Females, Graduate Study, *Higher Education, *Minority Groups, Negro Businesses, Negro Colleges, Negro Organizations, Professional Associations, Publications, *Recruitment, Resource Guides, State Colleges, State Universities, Teacher Associations
Identifiers—*Florida State University

The suggestions and recruitment sources contained in this document are compiled with the idea of aiding in the search for minorities and women to fill positions at all levels in the universities. The document contains: (1) innovative approach to increasing the number of minority and women faculty; (2) predominately black colleges and universities; (3) predominately black advanced degree-granting institutions; (4) administrative personnel at traditionally black state universities and land-grant colleges; (5) listing of black business, educational, and professional associations; (6) black directories and organizations; resources to assist in the recruitment of (7) minority women for academic positions, (8) minorities for academic positions, (9) women for academic positions; (10) listing of women's caucuses and committees in professional associations; (11) women's colleges; (12) proportion of doctorates earned by women by area and field, 1960-1969; (13) availability statistics, women holders of the Ph.D. 1967-1969; (14) percentage of Ph.D.'s awarded to women by the top five graduate institutions in selected disciplines; (15) doctorates granted from 1963-1968 by the top five graduate faculties by sex and discipline; (16) publications and news media; (17) bibliographies, resources, publishing houses, and libraries; and (18) addresses of sources. (Author/KE)

ED 109 969 HE 006 607

Information Exchange Procedures. Data Formats and Definitions. Technical Report No. 64.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Report No—TR-64

Pub Date Feb 75

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Academic Ability, Costs, *Data Processing, *Delivery Systems, Demography, Educational Objectives, Enrollment, Facilities, Fees, Financial Support, *Higher Education, Income, *Information Systems, *Models, Professional Personnel, Research, Researchers, Students, Teachers, Tuition, Unit Costs
Identifiers—IEP, *Information Exchange Procedures

The Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems (NCHEMS) are a set of standard definitions and procedures for collecting information about disciplines and student degree programs, outcomes of instructional programs, and general institutional characteristics. These definitions and procedures have been developed to facilitate exchange of information among institutions of postsecondary education, providing institutions with some assurance that data exchange are useful for purposes of comparison. Contained in the document are data formats for collection of: (1) general information; (2) statement of goals and missions of the institution; (3) student information, including: demographic data, handcount enrollments, enrollment status, financial aid, entering freshmen abilities, basic tuition and fee charges; (4) resource information, including: instruction/research professionals, personnel, and facilities; (5) financial information, including: direct and full cost summary, individual or projected research, columnar balance sheet, current revenues by source, and current funds source/use format; (6) unit cost information by discipline and course level and by student program and student level; (7) student outcomes information, including program enrollments and completions and outcomes questionnaire for program completers. (Author/KE)

ED 109 970 HE 006 613

Bruno, Harry E.

The Development of a Self-Study Model for Non-Traditional Institutions.

Pub Date Jul 75

Note—106p.; Ph.D. Dissertation, Walden University; Best Copy Available

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Enrichment, *Academic Standards, *Educational Alternatives, Educational Objectives, *Educational Philosophy, *Higher Education, Personal Growth, Professional Recognition, *Program Evaluation
Identifiers—Florida (Naples), *Walden University

The purpose of this document is to focus on the problem of the appropriate and efficient evaluation of innovative, nontraditional institutions of higher education. The applicability of the traditional standards of an academic self-study to the Walden experience is described and assessed. Information was gathered on the Walden alumni, the respective success they have achieved professionally, the impact Walden had on their personal growth and on their intellectual enrichment. Conclusions indicated that serious discussion of non-traditional institutions in higher education is justifiable and necessary in the context of today's American society. It was also concluded that the self-study model for traditional institutions is not generally appropriate for a nontraditional university. (Author/KE)

ED 109 971 HE 006 614

Hannon, C. W. And Others

Graduate Education within the Armed Forces.

Army War Coll., Carlisle Barracks, Pa.

Report No—AD-A001 440

Pub Date May 74

Note—186p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD-A001 440, HC \$7.00)

Document Not Available from EDRS

Descriptors—Costs, *Educational Finance, Educational Objectives, Expenditures, *Graduate Study, *Higher Education, *Manpower Utilization, *Military Personnel, Personnel Policy

In the view of Congress, there are fundamental questions concerning officer graduate level education programs of the armed forces. Forces and trends within society and the defense environment have placed increased reliance on graduate

education during the past quarter century. Rising education and training costs within the military have spurred Congressional concern regarding the service's graduate education needs, the magnitude of educational expenditures, and the management practices surrounding the utilization of officers holding graduate degrees. Sufficient progress has not been made since the critical GAO report of 1970 to alleviate congressional concerns with the DOD and the service's graduate education programs. The basic philosophy of position validation appears inadequate for service justification of graduate education in contemporary society. The services in general must critically review and modify existing justification for their fully funded programs; and, the Army in particular must properly interface the conceptual philosophies of the army education requirements board with the changes inherent in the new officer personnel management system. (Author)

ED 109 972 HE 006 633

Bell, T. H.

Higher Education Management: An Overview.

Pub Date 5 May 75

Note—12p.; Speech presented at the Annual Meeting of the Western Association of College and University Business Officers (San Francisco, California, May 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Career Education, *Educational Accountability, *Educational Planning, *Federal Programs, *Higher Education, Humanities, *Speeches, Vocational Education

After a brief mention of the financial uncertainty of colleges and universities in the 1970's and some speculation on hopeful trends in higher education, this document discusses some federal activities in higher education that are often overlooked. One such federal program is I-E-L (Federal Coordinator for Industry-Education-Labor) that brings together leadership, information, and ideas from the worlds of business, training, and work. Another federal program is HEGIS (The Higher Education General Information Survey), which is a comprehensive survey of statistics of institutions of higher learning. The document also gives some suggestions for the fiscal and philosophical survival of colleges and universities. Those suggestions are: (1) fiscal responsibility; (2) more attention to students' rights; (3) more consumer orientation; (4) more career education orientation; (5) retention of a strong humanities program; and (6) teaching communications skills necessary for success in the work world. Some things colleges and universities might do are to: (1) review the efficiency of their operation; (2) expand course offerings to adult students; and (3) eliminate the dichotomy between so-called academic learning and vocational education. (Author/KE)

ED 109 973 HE 006 634

Instructional Materials and Copyright Dilemmas.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Copyrights, *Court Cases, Educational Equipment, Information Dissemination, Instructional Aids, Instructional Films, *Instructional Materials, Reprography

Problems related to instructional materials and copyright laws have not been resolved. The use of the products of advanced technology in the classroom—videotaped, photocopied materials, close-circuit television, and individual cassette programs—has multiplied, but Congress has failed to pass any new legislation. As educators and librarians have adopted new techniques for better instruction an age-old question takes on new urgency: what kinds of resources are teachers permitted to reproduce and duplicate for classroom use and what kinds of materials involve an infringement on the copyright privileges of others? This document discusses court cases in which the copyright laws affected classroom activities. The document also discusses the inconsistencies arising from the fair use doctrine. The fair use doctrine defines the necessary purpose, character, nature, amount, substantiality, and potential market effect of a work in order for it to be legally used for such purposes as criticism, comment, news reporting, teaching, research, and scholarship. (Author/KE)

ED 109 974 HE 006 647

Campus in Transition.
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Apr 75

Note—77p.
Available from—Educational Facilities Laboratories, 850 Third Ave., New York, N.Y. (\$4.00)
EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Building Conversion, Consortia, *Demography, Educational Alternatives, Educational Finance, *Educational Planning, Enrollment Trends, Facility Expansion, *Facility Planning, Financial Problems, *Higher Education, *Planning, Population Growth, Space Utilization

With growth no longer vigorously propelled by population increase, colleges and universities are forced to examine alternative ways for giving and receiving higher education. Perplexed by a shifting economy and increasingly competitive with each other, American campuses are clearly in transition. In these circumstances, how can colleges and universities plan and design the physical plant for higher education? This document gives an interpretation of demographic factors that will have a long-term influence on higher education, considers some basic ideas that affect academic trends, and then describes some pathfinding concepts. Chapters cover: (1) fiscal crisis; (2) population and college enrollment; (3) programs and people; (4) implications for the physical plant; and (5) eight strategies for the management of space. (Author/KE)

ED 109 975 HE 006 661

Teachers and Students. Aspects of American Higher Education.
Carnegie Commission on Higher Education, Berkeley, Calif.
Pub Date 75

Note—419p.
Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$17.50)

Document Not Available from EDRS
Descriptors—Data Analysis, Faculty, Females, Graduate Students, *Higher Education, Negroes, Norms, Peer Relationship, Questionnaires, Religious Factors, Research, Researchers, Social Workers, *Sociocultural Patterns, Sociology, *Student Attitudes, Students, Surveys, *Teacher Attitudes, Undergraduate Students

A survey to determine attitudes of students and faculty members in colleges and universities was undertaken in 1969. The survey yielded data about the opinions of faculty, graduate students, and undergraduates in higher education: colleges, universities, two-year and four-year, public and private. This document uses that data to explore distinct segments and activities of the academic population. Chapters discuss: (1) general findings on students and teachers; (2) research activity in American higher education; (3) religious involvement and scholarly productivity among American academics; (4) black students in higher education; (5) undergraduates in sociology; (6) academic women in the United States; (7) marital status and graduate education; (8) the impact of peers on student orientation to college. Appendixes contain a technical report on the survey and reproduction of the questionnaires used in the survey. (Author/KE)

ED 109 976 HE 006 662

Mortimer, Kenneth P. Ross, Naomi V.
Faculty Voting Behavior in Temple University Collective Bargaining Elections.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Apr 75

Note—70p.
EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Attitudes, *Collective Bargaining, *Collective Negotiation, Demography, *Faculty, Governance, *Higher Education, Labor Demands, Opinions, Professional Personnel, Strikes, Surveys, Tables (Data), *Teacher Characteristics

Identifiers—Temple University
This document reports on a survey of faculty voting behavior. The survey was months after a second election was held to determine whether or

not faculty and support professionals at Temple University would be represented by a collective bargaining agent. The survey focused on the relationship between voting behavior and two potential sources of variance: (1) faculty characteristics; and (2) attitudes and/or opinions about several key issues in academic collective bargaining. The document is presented in four major sections. The first section discusses the national and local scene relative to collective bargaining, sets the context of the election, and specifies the methods and analytic techniques used in the research. The second section presents results of the survey pertaining to the first election held. The third section is similar to the second section but deals with the second or runoff election. Survey data presented in sections two and three include: (1) open-ended response by voting behavior; (2) demographic characteristics by voting behavior; (3) association descriptors; (4) internal versus external governance factors as influences on voting behavior; (5) satisfaction with and desired negotiability of issues; (6) attitude toward strikes by voting behavior; (7) the viability of "no representative"; (8) summary of election results. The fourth section discusses and summarizes major findings of the study. (Author/KE)

ED 109 977 HE 006 668

Trotter, Bernard Carrothers, A. W. R.
Planning for Planning. Relationships between Universities and Governments: Guidelines to Process.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
Pub Date 74

Note—91p.
Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Canada K1P 5N1 (\$2.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—College Role, Educational Accountability, *Educational Assessment, *Educational Planning, Enrollment, Federal Government, Guidelines, *Higher Education, *Management by Objectives, Manpower Needs, *Planning, Research, Resource Allocations, School Community Cooperation, Staff Role, Student Role, Universities

Identifiers—*Canada
This document is concerned with the ways in which the planning done by universities, singly or together, interacts and might better interact with the planning done by governments or their agencies. This document attempts to focus attention on process as a prior condition to planning that leads to efficient action. The first chapter summarizes the basis on which the study has been undertaken, guidelines offered, and conclusions reached. The second chapter describes briefly the structure of interface between universities and governments at the federal level and in each provincial jurisdiction as it exists today and as it has developed in recent years. Chapter three sets out views on planning and descriptions of who is involved in it. Chapter four deals with the difficult matter of basic assumptions and values. Chapter five postulates the major outcomes of long-term planning—an agreed definition for each university of its particular role. Chapter six examines consultative planning with particular emphasis on the important concepts of autonomy and public accountability. The final chapter recapitulates the guidelines and conclusions offered for consideration by both universities and governments. (Author/KE)

ED 109 978 HE 006 825

Vetter, Betty M. Babco, Eleanor L.
Professional Women and Minorities. A Manpower Resource Service.
Scientific Manpower Commission, Washington, D.C.
Pub Date May 75

Note—596p.
Available from—Science Manpower Commission, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$40.00)
Document Not Available from EDRS

Descriptors—Architects, Dentists, Engineers, *Females, *Higher Education, Hospital Personnel, Males, *Minority Groups, Nursing, Pharmacists, Physicians, *Professional Education, *Professional Occupations, Professors, Psychologists, Scientific Personnel, Statistics, Tables (Data), Teachers

This document was prepared to assist those persons or groups seeking data on the participation and availability of women and/or minorities in those professional areas generally requiring formal education to at least the baccalaureate level. More than 100 data sources were used to provide information for this compilation including materials from government agencies, professional associations, and women's and/or minority groups and caucuses. The first five sections of the book—General Enrollments, General Degrees, General Professions, General Workforce, and Academic Workforce—include those tables that do not specify subject fields as well as those where several subject fields are included in the same table. In the section on General Professions, information from individual professions follows tables that include more than one professional field. Tables subdivided by sex are followed by those providing data on minorities. Sections devoted to subject fields also are organized to provide information on women followed by information on minorities. Within these subdivisions, the tables begin with degrees and are followed by enrollments and workforce participation. (KE)

ED 109 979 HE 006 830

Shulman, Carol Herrstadt
Federal Laws: Nondiscrimination and Faculty Employment.

George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Report No.—RR-4
Pub Date 75

Note—63p.
Available from—Publication Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Affirmative Action, Court Litigation, *Employment, *Employment Practices, Equal Protection, *Faculty, *Federal Legislation, *Higher Education, Sex Discrimination
Identifiers—*Affirmative Action, Civil Rights Act 1964 Title VII, Education Amendments 1972 Title IX, Equal Pay Act 1963, Executive order 11246, Post Civil War Civil Rights Laws

Federal laws and regulations designed to assure equal employment opportunities have only recently been applied to faculty employment, but they have rapidly become an important issue in higher education. The goal of true equal employment opportunity has been pursued in court cases and legislation for many years, principally in the industrial sector, where efforts have been focused on the employment of blue-collar workers, particularly racial minorities. Federal agencies, courts, and universities are therefore breaking new ground when they translate the experience of the industrial sector to employment practices affecting professional university workers. This document describes federal laws that apply to faculty employment: Title VII of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the post-Civil War civil rights laws; the Equal Pay Act of 1963, as amended; and Title IX of the Education Amendments of 1972. The regulation implementing these laws is examined and the policies and practices that have developed from interpretive case law are explored. This document also reviews the impact that these laws have had on university personnel policies and the implications of the laws for future changes in faculty employment. (Author/KE)

IR**ED 109 980 IR 002 193**

Sachs, Harley L.
Communication Gamemanship.
Pub Date 14 May 75

Note—6p.; Paper presented at the International Technical Communication Conference (22nd, Anaheim, California, May 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Communication Problems, Communication Skills, Cues, Information Dissemination, *Morale, Nonverbal Communication, Office Management, *Organizational Development, Personnel Management, *Productivity, Verbal Communication, *Work Environment

Identifiers—Gamesmanship, *Transactional Analysis

Verbal and nonverbal cues in the working environment are examined in the hope of leading to better morale and productivity. Among topics covered are furniture arrangements, status symbols, letterheads, and conventions of address. Examples for corporations and institutions are provided. Methods of assessing the informal communications within an organization are suggested. Simple changes also are recommended. (SK)

ED 109 981 IR 002 198

Friedlander, Bernard Z. Wetstone, Harriet S. New England Instructional Television Research Center (NETREC).

Hartford Univ., West Hartford, Conn.

Pub Date Jul 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingualism, Communication (Thought Transfer), Communication Problems, *Comprehension, Educational Assessment, *Educational Television, Film Production, *Formative Evaluation, *Media Research, Preschool Children, *Program Improvement, Programming (Broadcast), Research and Development Centers

Identifiers—Mundo Real

Projects of the New England Instructional Television Research Center (NETREC) are summarized in a collection of papers. Objectives, rationale, and program of NETREC are defined, along with methods of formative evaluation during production. Seven videotest research projects cover methods of evaluating communicative effectiveness of primary-grade educational television (ETV) presentations; methods for determining preschool children's comprehension of ETV program content; effects of format, soundtrack, and children's age on comprehension; appropriateness of age/grade designation, and evaluation of a bilingual program, "Mundo Real." (SK)

ED 109 982 IR 002 205

Six Documents from the Committee for Educational Documentation and Information. Council for Cultural Cooperation, Strasbourg (France).

Pub Date May 75

Note—29p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Conference Reports, *Documentation, *Information Systems, Instructional Materials Centers, *International Organizations, Periodicals, Scholarly Journals

Identifiers—"EUDISED"

Documents distributed by the Committee for Educational Documentation and Information (EUDISED), Council of Europe, cover six topics. Included are a draft agenda for the committee's annual meeting; a report on the experimental implementation of a computerized system of exchange of bibliographic information about non-book materials; an analysis of articles in periodicals specializing in the educational sciences; a background document covering problems involved in establishing the EUDISED system; an assessment of the EUDISED project, and a draft EUDISED program for 1976-78. (SK)

ED 109 983 IR 002 208

Alvir, Howard P.

ICIS and the Reduction of Paperback.

FILMS, Albany, N.Y.

Pub Date 5 May 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Cooperation, *Computer Oriented Programs, Cost Effectiveness, *Data Bases, Evaluation, Information Needs, Information Networks, *Information Systems, *Intercollegiate Programs, Recordkeeping, *Records (Forms), Reports

Identifiers—ICIS, *Inter-campus Information System

Methods by which campuses with similar information needs for similar decisions can set up a common data base are identified and discussed. Advantages and disadvantages of achieving the common data base by bulk paperwork, functional objectives, and piecemeal empiricism are considered. Practical suggestions for instituting each

method are given. Use of a computer in compiling the base is briefly discussed. (SK)

ED 109 984 IR 002 215

Benedict, Joel A. Fuller, Barry J.

Programmers and Dissolve Controls for Multi-Image Presentations.

Pub Date 7 May 75

Note—23p.; Paper presented at the Annual Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Electronic Equipment, *Film Production, Filmstrips, *Media Technology, Multimedia Instruction, *Programming, Video Cassette Systems, *Video Equipment

Identifiers—Dissolve Controls, *Multi Image Presentation

For audiovisual personnel planning multi-image presentations, a programmer is suggested and its purpose and functions explained. Digital, frequency and punched-taped programmers are defined and discussed, and approximate costs given. Methods of operating are described, and the possible tie-in of a dissolve unit is discussed. Equipment hookups are illustrated, and a table lists available programmers with costs, type, number of channels, special features, and cost. Similar information is presented for dissolve units. (SK)

ED 109 985 IR 002 222

Chu, Godwin C. Schramm, Wilbur

Learning from Television: What the Research Says. Revised Edition.

National Association of Educational Broadcasters, Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—135p.; Earlier edition ED 014 900

Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N. W., Washington, D. C. 20036 (\$4.00 for NAEB members; \$6.00 for Non-members)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Age Differences, Audiovisual Aids, Color, Cost Effectiveness, Developing Nations, Educational Radio, Educational Research, *Educational Television, Effective Teaching, Elementary Secondary Education, Higher Education, *Learning, *Media Research, *Methods Research, Program Effectiveness, *Research Reviews (Publications), Student Attitudes, Student Reaction, Teacher Attitudes, Teacher Role, Television Research

This broad survey of research on instructional television examines a variety of aspects relating to its effectiveness in the classroom. An introductory essay identifies significant trends that have emerged since the original publication of this report. Chapter one reviews the generalized effects of TV on pupil learning, including variations in effect caused by the age of the students and by the subject matter being taught. Chapter two outlines what has been learned about the efficient use of TV in a school system. In chapter three, thirty variables important to the effectiveness of television teaching are analyzed. Among these variables are: physical variations in the broadcast and viewing conditions; the length and timing of broadcasts; the use of humor; the teacher's role in televised instruction; and factors affecting student response to TV. Staff and student attitudes toward the use of television are considered in chapter four, while chapter five is devoted to educational television in developing nations. The effectiveness of instructional radio and other media in the learning process is also briefly considered. (SL)

ED 109 986 IR 002 248

Ariale, Vincent And Others

Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, Texas, April 17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Behavior, Attitudes, Attitude Tests, Class Attitudes, *Educational Games, Education Courses, Experiments, Games, Higher Education, Post Testing, Pretesting, *Research, *Role Playing, Schools of Education, *Student Attitudes, *Teaching Methods

Identifiers—Indiana University

Eighty-five students in education courses at the University of Indiana participated in a study to determine the potential effects of instructional games in changing players' attitudes. The game selected was intended to make players more positive in their attitude toward the use of instructional games. Each player (1) was asked to predict the average attitude of the group, (2) took a pretest of attitudes, (3) took part in a discussion of the pro's and con's of instructional games under assumed roles, and (4) took a posttest on attitudes. An analysis of variance indicated no main effects due either to the pretesting or to the game itself, but a significant interaction effect between the two was found. However, the results must be interpreted with care, as there may be serious problems in the experimental design. The appendices include the test instrument used and a description of the roles given to the players. (DGC)

ED 109 987 IR 002 250

Winslow, Ken, Comp.

Video Programs: A Source Guide of Organizations Distributing Video Programs for Use in "Adult Education".

Public Television Library, Washington, D.C.

Pub Date 75

Note—22p.

Available from—The Public Television Library, 475 L'Enfant Plaza, S. W., Washington, D.C. 20024

Document Not Available from EDRS

Descriptors—*Adult Education, Audiovisual Aids, Broadcast Industry, Catalogs, Educational Programs, Films, *Guides, Information Sources, Instructional Media, *Video Tape Recordings

Names of selected organizations providing video materials for use in adult education are listed alphabetically. Each entry includes name, address, and telephone number of the distributing organizations; available formats, fee arrangements, clearances, and subject-category description. (SK)

ED 109 988 IR 002 252

Public Access; Public Interest. The Network Project. Notebook Number 11.

Columbia Univ., New York, N.Y. Network Project.

Pub Date 75

Note—33p.

Available from—The Network Project, 101 Earl Hall, Columbia University, New York, New York 10027 (\$2.00 individuals; \$5.00 institutions)

Document Not Available from EDRS

Descriptors—Administrative Agencies, Broadcast Industry, *Broadcast Television, *Communication Satellites, Federal Government, Governing Boards, Government Role, Mass Media, *Public Affairs Education, *Public Policy, *Radio

Identifiers—FCC, Federal Communications Commission, Network Project, *Public Access

The transcript of a panel discussion and an essay on public access to and control of society's information resources are presented. It is contended that the electronic media—including radio, television, and communication satellites—are controlled by a select group of individuals and corporations and that they are not meeting the public interest. Government regulatory bodies only serve to reinforce those patterns. It is believed that the public has done little to challenge regulatory agencies largely because people are poorly informed about what can be done. Measures necessary to change the situation are outlined. The activities of the Network Project are described including a summary of earlier notebooks produced. Appendices include information on the cost of governing the media and a listing of Federal Communications Commission (FCC) members. (DGC)

ED 109 989 IR 002 253

ACTfacts: A History and Chronology of Action for Children's Television.

Action for Children's Television, Boston, Mass.

Pub Date 75

Note—23p.

Available from—Action for Children's Television, 46 Austin Street, Newtonville, Mass. 02160 (\$3.00)

Document Not Available from EDRS

Descriptors—Broadcast Industry, Cable Television, *Children, Citizen Participation, *Citizens Councils, History, Parent Associations, *Programming (Broadcast), *Television, Violence
Identifiers—*Action for Children's Television, Children's Television

An overview of the history and activities of a nationwide citizens' group, Action for Children's Television, is provided. The organizational structure of the group is outlined, its aims and objectives specified, and its advisory board listed. ACT positions and activities in the area of advertising in children's programs, televised violence, racism, sexism, programming for handicapped children, and cable television are described. ACT publications, research projects, symposia, library resources, and awards are summarized. A chronology of ACT activities from 1968-1975 is included. (SK)

ED 109 990 IR 002 254
Applications Technology Satellite-6 (ATS-6).

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NF-53-1-75

Pub Date 75

Note—13p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 033-000-0060-4; \$0.45)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communications, *Communication Satellites, *Delivery Systems, Developing Nations, Educational Television, Experimental Programs, Experiments, *Health Education, Meteorology, *Rural Education, Teacher Education, *Technological Advancement, Technology, Telecommunication

Identifiers—Alaska, Appalachia, *Applications Technology Satellite 6, ATS 6, India, NASA, National Aeronautics and Space Administration The Applications Technology Satellite-6 (ATS-6) pilot study being conducted by the National Aeronautics and Space Administration (NASA) includes 20 experiments in the use of satellites for educational delivery systems in rural areas and for scientific and technological information dissemination. Initial usage of the system has been in North America for health care and teacher education. Subsequent experiments will be undertaken in other parts of the world including India and the Galapagos Island. Diagrams and photographs of various aspects of the AST-6 project are provided, together with a summary of the prior satellites in the AST series. (DGC)

ED 109 991 IR 002 255

MIT Research Program on Communications Policy; First Annual Report.

Massachusetts Inst. of Tech., Cambridge.

Research Program on Communications Policy.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date Dec 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Annual Reports, Broadcast Industry, Cable Television, *Communications, *Communication Satellites, Cost Effectiveness, Economic Research, *Federal Government, *Public Policy, Radio, Research, *Telecommunication, Theater Arts

Identifiers—FCC, Federal Communications Commission, Massachusetts Institute of Technology, MIT, *MIT Research Program on Communication Policy

The first year's activities of the Massachusetts Institute of Technology (MIT) Research Program on Communication Policy are described. Among the projects undertaken were studies of: (1) land mobile radio systems, (2) direct satellite broadcasting in foreign countries, (3) communications regulation policy, (4) international data communication, and (5) pay television for the performing arts. The program has also promoted interchange through seminars and publications involving specialists who approach communication policy from differing perspectives. A description of cognate activities, including publications, and a listing of the program's personnel are also provided. (Author/DGC)

ED 109 992

Schnucker, Robert V.

The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course.

Northeast Missouri State Univ., Kirksville.

Pub Date [74]

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Autoinstructional Programs, Cognitive Development, *Educational Assessment, Educational Experiments, Educational Innovation, *Individualized Instruction, Lecture, Post Testing, Pretesting, Questionnaires, Student Reaction, *Teaching Methods, *World History
Identifiers—Modular Learning Program

To investigate the affective and cognitive gains produced in an auto-tutorial world civilizations course, two groups of students were compared. A traditionally-taught (TT) section of 145 students and an auto-tutorially (AT) taught section of 140 were given pre- and posttests and used the same text and Modular Learning Program. The TT section achieved a higher pre-test mean score and showed a more positive attitude to the subject of history than the AT group. The TT section met three times weekly; the AT group met three times during the semester and were given a choice of three options for individual study. At the end of the experiment, the AT section had a higher mean score on the post-test and gave more positive evaluation of the course than those in the TT section. (SK)

ED 109 993

Bogen, Betty

A Computer Generated Audiovisuals Catalog. Utah Univ., Salt Lake City. Eccles Medical Sciences Library.

Pub Date Jun 75

Note—15p.; Paper presented at the Annual Meeting of the Medical Library Association (74th, Cleveland, Ohio, May 30-June 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Aids, Book Catalogs, *Catalogs, Computer Oriented Programs, Educational Resources, Information Dissemination, Instructional Media, Library Collections, Library Technical Processes, Medical Education, *Medical Libraries, Union Catalogs
Identifiers—University of Utah

Eccles Medical Sciences Library at the University of Utah has developed a computer-generated catalog for its audiovisual health and medical materials. The catalog contains four sections: (1) the main listing of type of media, with descriptions, call numbers, and Medical Subject Headings (MeSH) used for each item; (2) a listing by title, with call number; (3) a listing by MeSH subject headings; and (4) a gross categories list. While there are some problems with the system the computer-generated catalog allows increased access by users from physically diverse locations and could form the basis of a union catalog for health institutions in the Salt Lake area. (LS)

ED 109 994

Harleston, Rebekah M. Stoffle, Carla J.

Administration of Government Documents Collections.

Pub Date 25 Aug 74

Note—178p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$9.50)

Document Not Available from EDRS

Descriptors—Cataloging, Classification, Depository Libraries, *Government Publications, *Libraries, Library Acquisition, Library Materials, *Library Technical Processes, Manuals

A manual is presented which describes procedures for processing government documents. A brief overview of government publishing and the depository system is provided in chapter one. Chapter two explains the principles of the Superintendent of Documents classification system and discusses the advantages and disadvantages of using it. Bibliographic control is introduced in chapter three, while subsequent chapters discuss types and forms of records, acquisition sources and procedures, and details for handling day-to-day routines. There are illustrations of cards, forms, and records throughout.

IR 002 256

Appendix include tables of classification, flow charts and shipping lists. The book is indexed. (Author/LS)

ED 109 995

52

IR 002 261

Massachusetts Long-Range Program Under Library Services and Construction Act (P.L. 91-600). Massachusetts State Dept. of Education, Boston. Bureau of Library Extension.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—71p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Educational Objectives, Evaluation Criteria, *Library Planning, Library Programs, Library Role, *Library Services, Library Standards, *Objectives, *Program Planning, State Libraries

Identifiers—Library Goals, Library Services and Construction Act, Long Range Planning

As required under the Library Services and Construction Act, Massachusetts has developed a long-range program document delineating its goals, sub-goals, and objectives for library services. The overall goal for library service is to provide all residents of the Commonwealth access to those library and information resources which will satisfy their individual vocational, educational, cultural, and recreational needs. Sub-goal #1 is to ensure that library and information services adequate to meet the needs of all residents are obtained. Sub-goal #2 is the provision of adequate specialized resources and services to constituencies with special needs. Each sub-goal is followed by a set of objectives, and action programs through 1980 have been planned to meet each of the sub-goals. Evaluation criteria are included. (Author/KKC)

ED 109 996

IR 002 262

Waldhart, Thomas J. Waldhart, Enid S.

Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology.

Pub Date 23 Jun 75

Note—168p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$10.00)

Document Not Available from EDRS

Descriptors—*Bibliographies, *Communication (Thought Transfer), Information Dissemination, *Information Science, Information Systems, Library Research, Library Science, Literature Reviews, Publishing Industry, Research, Research Reviews (Publications), *Sciences, *Social Sciences

Research studies on communication in the sciences, social sciences, and technology published from 1964 through 1973 are listed in this bibliography. The 1,288 serially-numbered bibliographic items are subdivided into five broad headings: General, Structures of Communication, Discipline Oriented Studies, Communication Barriers, and Communication Innovations. Author and subject indexes are included. Although not annotated, the entries do contain subject descriptors to amplify the titles, and asterisks are used to signal items of special value. In the process of compilation, an examination was made of abstracting and indexing services such as "Dissertation Abstracts International," "Government Reports Announcements," "Information Science Abstracts," "Library and Information Science Abstracts," and "Research in Education," and bibliographies and surveys in the field of communication and information science. (Author/KKC)

ED 109 997

IR 002 263

Smith, Jessie C.

Managerial Case Studies; Special Project.

Stanford Univ., Calif. Libraries.

Pub Date May 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Personnel, *Administrative Problems, Budgeting, *Case Studies, Internship Programs, Librarians, *Library Administration, Library Education, Library Expenditures, Library Facilities, Library Planning, Library Technical Processes, *Management, Space Utilization, *University Libraries
Identifiers—Stanford University

These case studies are designed to serve as guides to encourage investigation into library administration. Organized into four problem areas: Interim-shelving, Budget Reduction, Studies in a New Main Library Building, and Library Bindery Contracts; this program provides an opportunity for the solving of administrative methodology, organization, and budgetary problems. (Author/DS)

ED 109 998 IR 002 264

Clement, Joseph David
An Investigation of Visual Syntax Among Children of Different Grade Levels.

Pub Date May 75

Note—69p.; Paper presented at the Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Associative Learning, *Bilingual Education, Elementary Education, Grade 1, Grade 8, Instructional Media, Learning Modalities, *Pictorial Stimuli, *Teaching Methods, Visual Aids, Visualization, *Visual Learning, Visual Literacy, *Visual Perception

Identifiers—Latent Partition Analysis, *Visual Syntax

To explore methods of visual communication as a supplement to bilingual education, 200 white male subjects were selected from a public school system in South Florida (100 from the first grade and 100 from the eighth grade) and were allowed to create visual statements from a standardized set of photos. Using primarily Latent Partition Analysis, the resultant visual statements were analyzed. The results indicated the existence of what might be termed a "visual syntax." The data further suggest that this "visual syntax" is relatively stable over students of the two grade levels. Implications of these and other findings, along with suggestions for future research, are also discussed. A description of Latent Partition Analysis is appended. (Author/SK)

ED 109 999 IR 002 265

The South Carolina State Library: July 1, 1973 Through June 30, 1974. Fifth Annual Report. South Carolina State Library, Columbia.

Pub Date 74

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Adult Education, *Annual Reports, Directories, Interlibrary Loans, Librarians, Library Collections, Library Expenditures, *Library Services, State Legislation, *State Libraries, Statistical Data, Tables (Data)

Identifiers—*South Carolina State Library
This report provides an overview of the functions and characteristics of the State Library of South Carolina. It covers a comparative summary, brief synopsis of services, and a section on library statistics for the year 1973-74. A directory of South Carolina Public Libraries is included. (DS)

ED 110 000 IR 002 268

FID Yearbook 1975.

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-526

Pub Date Apr 75

Note—81p.

Available from—International Federation for Documentation, 7 Hofweg, The Hague, The Netherlands

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Directories, *Documentation, *Information Services, *International Organizations, Libraries, Library Technical Processes, National Libraries, Organizations (Groups), Personnel, Yearbooks

Identifiers—FID, *International Federation for Documentation

Intended as a directory to the International Federation for Documentation (FID), this yearbook lists the administrative organs and personnel of FID, the various national and international affiliates of the organization, and the FID technical committees and working groups. FID's relations with other library and documentation organizations are also described. (DGC)

ED 110 001 IR 002 269

Lyle, Jack

The People Look at Public Television, 1974.

Corporation for Public Broadcasting, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Mar 75

Note—70p.

Available from—Office of Communication Research, Corporation for Public Broadcasting, 1111 16th Street, N. W., Washington, D.C. 20036 (\$1.00)

Document Not Available from EDRS

Descriptors—Broadcast Television, *Demography, Educational Television, *Public Television, Surveys, *Television Research, *Television Surveys, *Viewing Time

Based on data collected by several individuals in recent years, this report is intended to provide an overview of American public broadcasting and its audiences. The size, characteristics, and viewing patterns of public, noncommercial television viewers are described. Among the findings cited in the report are the following: (1) 80 percent of American homes with televisions were within the signal reach of one or more public broadcasting stations; (2) about 30 percent of all television households tuned to a program on public television at least once during the week; (3) major national children's programs on public television reached almost 27 percent of the nation's television households during a four-week period; (4) most persons who view public television programs in the evening watched only one such program per week; and (5) although the evening programs on public television were more successful in reaching higher socioeconomic households, the total audience included large numbers of minority and lower socioeconomic viewers. A series of comments on the future of public broadcasting, a bibliography, and a list of American public television stations are also provided. (Author/DGC)

ED 110 002 95 IR 002 270

Film Resources on Japan.

Michigan Univ., Ann Arbor. Audio-Visual Education Center.; Office of Education (DHEW), Washington, D.C. Div. of International Education.

Report No.—P0-0-75-0002

Pub Date 75

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Audiovisual Aids, *Catalogs, *Educational Resources, Film Production, *Films, *Filmstrips, *Foreign Language Films, Instructional Media, Mass Media

Identifiers—*Japan

Sixteen millimeter motion pictures dealing with Japan are listed alphabetically by title and annotated. Length of film, whether color or black and white, and name of producer or distributor is given for each, and a subject index is provided. Films produced before 1960, "sponsored" films, and 35 mm filmstrips are listed without annotations. A list of distributors is included. (SK)

ED 110 003 IR 002 271

Hedayah, Mohamed M.

An Introduction to Decision Logic Tables.

University of Southern California, Los Angeles. School of Library Science.

Pub Date 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Branching, Computer Programs, *Decision Making, Expectancy Tables, *Library Acquisition, Library Science, Logic, *Logical Thinking, Programming

Identifiers—*Decision Tables

The use of decision tables—which are a means of linking decision rules for actions to specific sets of prior conditions—in information systems design and development is described. Procedures for preparing decision tables are presented together with examples of their application in the context of library acquisitions. A bibliography is also provided. (DGC)

ED 110 004 IR 002 272

Berk, Robert A.

Continuing Education Needs of Health Sciences Librarians Based on the State of the Art.

Medical Library Association, Chicago, Ill. Div. of Medical Library Education.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jan 75

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Adult Education, Audiovisual Aids, Information Retrieval, *Librarians, Library Administration, Library Automation, *Library Education, *Library Networks, Literature Reviews, *Medical Libraries, Medicine, *Professional Continuing Education, Systems Analysis, Use Studies

Identifiers—Human Resources Research Organization, HUMRRO

Surveying the literature of librarianship during the 1970-74 period, this review emphasizes continuing education for medical librarians. While looking at the issue of continuing education, specific areas of need selected by medical library directors are also reviewed. The primary areas covered included: automation and computer application, non-book materials and multi-media, administration and management, information retrieval systems, and information science. Two tables predicting future job and training requirements for medical librarians and a 250-item bibliography are included. (DS)

ED 110 005 95 IR 002 273

Johnson, Scottie McIntyre And Others

Planning Audiovisual Services in Public Libraries.

Texas State Library, Austin. Dept. of Library Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—271p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—Annotated Bibliographies, Audio Equipment, Audiovisual Aids, *Audiovisual Programs, Cable Television, Dubbing, Evaluation Methods, Films, Filmstrips, Instructional Materials Centers, Library Acquisition, Library Equipment, Library Material Selection, *Library Planning, Library Services, Magnetic Tape Cassettes, *Manuals, Media Selection, Phonotape Recordings, *Public Libraries, Slides, Video Cassette Systems, Video Tape Recordings

This manual, designed to serve as a basis for a workshop series, provides assistance in the evaluation, selection, and utilization of audiovisual materials and equipment. Four states in planning a media program are outlined, followed by sections detailing information concerning films, video, audio, and projected stills. The annotated bibliography provides access to further information on media formats, administration, and programming. (Author/DS)

ED 110 006 IR 002 274

Thomas, Charles R., Ed. Manning, Sherry, Ed.

The Future of Higher Education Information

Systems: Yesterday's Solutions are Tomorrow's Problems. Proceedings of the 1973 CAUSE National Conference, New Orleans, December, 1973.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date 74

Note—829p.

EDRS Price MF-\$1.39 HC-\$42.53 PLUS

POSTAGE

Descriptors—*Administration, College Administration, Colleges, Computer Oriented Programs, *Computer Programs, Conference Reports, Data Bases, Data Collection, *Data Processing, Electronic Data Processing, *Higher Education, Information Systems, Management Information Systems, *Management Systems, Systems Analysis, Systems Concepts, Systems Development, Universities, University Administration

Identifiers—Administrative Data Processing, CAUSE, *College and University Systems Exchange

Fifty-nine addresses, technical papers, and descriptions of institutional administrative data processing (ADP) applications presented at the 1973 College and University Systems Exchange (CAUSE) National Conference are compiled. Topics include (1) operational data systems, (2) management information systems, (3) planning and management systems, (4) new developments in computer software for instructional and ADP operations in colleges and universities, and (5)

specialized ADP applications for higher education. (DGC)

ED 110 007 IR 002 275

Nagelberg, Mark

Simulation of Urban Systems; A Selected Bibliography. Working Paper No. 3.

Institute for the Future, Menlo Park, Calif.

Pub Date Jan 70

Note—25p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Bibliographies, *City Planning, Computer Programs, Educational Games, Game Theory, Management Games, *Models, *Regional Planning, *Simulation, *Systems Analysis, Systems Development, Teaching Methods, Urban Environment, Urban Renewal, Urban Studies

Identifiers—Urban Systems

Published materials that have proven useful in the design of the Institute For The Future's first urban simulation model are listed. References include publications dealing with (1) simulations and games, (2) urban and regional models, (3) educational gaming, (4) research and planning applications, (5) methodological perspectives, and (6) computational techniques. The items are listed alphabetically by author with no indexes. (Author/DGC)

ED 110 008 IR 002 276

Nagelberg, Mark Little, Dennis L.

Selected Urban Simulations and Games. IFF Working Paper WP-4.

Institute for the Future, Menlo Park, Calif.

Pub Date Apr 70

Note—25p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*City Planning, *Computer Programs, Educational Games, Game Theory, Management Games, *Models, *Regional Planning, *Simulation, Systems Analysis, Systems Approach, Systems Concepts, Teaching Methods, Transportation, Urban Environment, Urban Renewal, Urban Studies

Identifiers—*Urban Systems

Summary descriptions of selected urban simulations and games that have been developed outside the Institute For The Future are presented. The operating characteristics and potential applications of each model are described. These include (1) the history of development, (2) model and player requirements, (3) a description of the environment being simulated, and (4) computer specifications and requirements. A genealogy and chronology of all major urban simulation efforts to date is also provided. (DGC)

ED 110 009 IR 002 277

Wilson, Albert Wilson, Donna

Toward the Institutionalization of Change. Working Paper No. 11.

Institute for the Future, Menlo Park, Calif.

Pub Date Aug 70

Note—41p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$3.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adoption (Ideas), Annual Reports, *Change Strategies, Changing Attitudes, Environmental Research, *Futures (of Society), *Institutional Role, Planning, Public Policy, *Social Change, Technological Advancement, *Yearbooks

Identifiers—*Institute for the Future

In connection with plans for the publication of an annual series of reports on the "Future State of the Union," conceptual problems of such an undertaking are explored and some of the features to be included are examined. Philosophical prerequisites discussed include a model of change; a cybernetic model; some social indicators for change; and values, preferences and goals. Potential features of the proposed yearbooks explored include technological and environmental forecasts, discussions of highly predictive societal development, and surveys of criti-

cal situations and needs, and societal options. (SK)

ED 110 010 IR 002 278

Helmer, Olaf Helmer, Helen

Future Opportunities for Foundation Support. IFF Report R-11.

Institute for the Future, Menlo Park, Calif.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Jun 70

Note—70p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$4.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Educational Assessment, Educational Finance, Educational Research, Evaluation, *Financial Support, *Foundation Programs, Futures (of Society), *Research Projects, Research Reviews (Publications)

Identifiers—Delphi Technique, *Kettering Foundation

In behalf of the Kettering Foundation, a nine-month study by the Delphi technique was undertaken to identify projects or action programs in the public interest which might be supported at a total funding level of 1/2 to 5 million dollars. To elicit and process ideas and information three successive questionnaires were sent to 43 persons in various fields of specialization. The 10 most wanted studies, the 10 next most wanted studies, and 42 other proposals resulting from this procedure are listed and summarized, and each proposal is evaluated in terms of probability of success, probable societal impact, annual and total cost, number of years required, and cost effectiveness. Projects rejected as too small, too costly, or inconclusively evaluated also are described. A possible method of program selection is included, and a list of participants is given. (SK)

ED 110 011 IR 002 279

Amara, Roy

Toward Understanding the Social Impact of Computers. IFF Report R-29.

Institute for the Future, Menlo Park, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 74

Note—141p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$10.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Education, *Attitudes, Computer Programs, *Computers, Computer Science Education, Conference Reports, Decision Making, Electronic Data Processing, Financial Policy, *Futures (of Society), Public Opinion, Scientific Literacy, Simulation, Social Attitudes, *Social Change, Technological Advancement, *Values

Identifiers—Computer Literacy, IFF, *Institute For The Future

Summaries of four workshops sponsored by the Institute For The Future (IFF) are presented. Each focuses on a particular aspect of the social impact of computers: (1) computer models and simulations as aids to decision making; (2) the use of computers in financial operations; (3) perceptions, attitudes, and literacy regarding computers (i.e., knowledge about the capabilities and limitations of computers in meeting human needs); and (4) individual access to computers. Workshop participants and the IFF staff conclude that there is a need for the public to acquire a deeper understanding of how computers affect the decisions individuals and organizations make, the goods and services they produce, and the world that individuals perceive. It is also concluded that such improved understanding must be acquired in the near future. A program of education for the public is then proposed. (Author/DGC)

ED 110 012 IR 002 280

Vallee, Jacques And Others

Group Communication through Computers. Volume 1: Design and Use of the FORUM System. IFF Report R-32.

Institute for the Future, Menlo Park, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date Jul 74
Note—128p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$10.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Communications, *Computers, *Conferences, Feasibility Studies, Group Discussion, Guides, Information Sources, Meetings, Networks, *Planning Meetings, Program Design, *Telecommunication
Identifiers—Computer Conferences, *FORUM System

To explore the feasibility and usefulness of group communication via computer, a system called FORUM was constructed and used in research and management tasks using ARPANET, an international computer network. Working software and data regarding the dynamics of groups using network communication were developed, and a prototype hardware system for conducting voice discussions in connection with planning computer conferences was designed and built. In this report components of the system are described and experience with other such systems is reported. Appendixes include a FORUM User's Guide and a description of program organization and performance. A bibliography is also included. (SK)

ED 110 013 IR 002 281

Vallee, Jacques And Others

Group Communication through Computers. Volume 2: A Study of Social Effects. IFF Report R-33.

Institute for the Future, Menlo Park, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 74

Note—148p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (\$10.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Communications, Computer Oriented Programs, *Conferences, Cost Effectiveness, Data Bases, *Group Discussion, *Interaction, Interaction Process Analysis, Problem Solving, *Social Factors, Social Influences

Identifiers—*Teleconferences

The second research report in a continuing investigation of group communication via computer networks describes a series of field tests designed to identify the basic parameters of human interaction in computer-based teleconferencing. The method used in the tests is described, and the research approach used in analyzing the tests is outlined. Ten conferences involving small groups ranging from 3 to 30 participants are described in detail and analyzed according to a taxonomy of group communication developed in collaboration with other research groups. The possible impact of computer-based communication on work patterns and its potential as a medium for networks of disseminated persons are explored and evaluated. A statement of statistical results and a bibliography are appended. (Author/SK)

ED 110 014 IR 002 282

Stevenson, Mona L. D.

Television and the Public Library: A Study of the State of the Art as Revealed by Library Literature.

Pub Date Apr 75

Note—68p.; Master's thesis, University of Missouri

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Broadcast Television, *Cable Television, Educational Television, Librarians, Library Extension, *Library Programs, Library Role, *Library Services, Literature Reviews, Masters Theses, Programing (Broadcast), *Public Libraries

Identifiers—Alabama, CATV, Detroit Public Library, Michigan, Mobile Public Library
The results of a survey of the history of library uses of television from its earliest beginnings through the present expansion are presented in

tabular and narrative form. The Detroit, Michigan, and Mobile, Alabama, public libraries are used to exemplify the contrast between early television usage in the 50's and 60's and the usage of Cable TV through 1974. Several articles concerning the economic and technological realities of future television usage by public libraries are discussed. Statistical tables and an annotated bibliography are included. (DS)

ED 110 015

IR 002 283

Culp, George H.

The Use of Computer-Based Instruction in Undergraduate Organic Chemistry.

Texas Univ., Austin. Computation Center.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date 18 Jun 75

Note—19p.; Paper presented at the Annual Conference on Computers in the Undergraduate Curricula (Fort Worth, Texas, June 18, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Autoinstructional Aids, Autoinstructional Methods, Chemical Analysis, Chemical Nomenclature, Chemical Reactions, Chemistry Instruction, Colleges, *Computer Assisted Instruction, Costs, *Evaluation, Higher Education, Laboratory Experiments, Man Machine Systems, *Organic Chemistry, Student Attitudes, Time Sharing, *Undergraduate Study, Universities

Identifiers—Spectroscopy, *University of Texas

Thirty-two computer-based lesson modules in organic chemistry were developed at the University of Texas (Austin) over an 18-month period and evaluated in varying classroom situations for three semesters starting in the Fall of 1972. The modules were designed as supplements to the traditional organic chemistry course of the University. As such, they emphasized tutorial-drill and experiment simulation applications in some of the basic organic chemistry concepts including nomenclature, classes of organic compounds, syntheses, reactions, preparations, laboratory exercises, and spectral interpretations. This paper includes descriptions of the modules together with a summary of their initial use and evaluation. (Author/DGC)

ED 110 016

IR 002 284

Zande, Pranas

Scientific and Technical Information Transfer for Education (STITE). Research Report No. 4.

Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—159p.; For related documents see ED 095 867 through 869

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—Annual Reports, *Computer Programs, Concept Formation, Data Bases, *Experimental Programs, Information Centers, *Information Dissemination, Information Retrieval, Information Scientists, Information Storage, Information Systems, Instructional Design, Learning, *Science Instruction, Science Materials, *Science Teachers, Scientific Concepts, Use Studies

Identifiers—*Project STITE

Emphasizing the design of a data base management system for the experimental STITE (Scientific and Technical Information Transfer for Education) project, this progress report details the emerging features of this projected facility. Compiled by four STITE researchers, the report examines: science information communication, learning, dissemination, and the structure of STITE itself. In addition, 76 flowcharts are presented which document the STITE data base management system. (DS)

ED 110 017

IR 002 285

SLICE Office Report for the Quarters October 1, 1973 to December 31, 1973 and January 1, 1974 to March 31, 1974.

Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.

Report No.—SLICE-CLR-559

Pub Date 1 Jul 74

Note—282p.; For a related document see IR 002 286

EDRS Price MF-\$0.76 HC-\$14.59 PLUS

POSTAGE

Descriptors—Adult Education, Conference Reports, *Interstate Programs, Legal Problems, Librarians, Library Associations, Library Automation, *Library Education, *Library Networks, Library Role, Library Surveys, Newsletters, *Professional Continuing Education, *Regional Libraries, Standards, Statistical Data, Tables (Data)

Identifiers—CELS, Continuing Education for Library Staffs, *SLICE, Southwestern Library Interstate Cooperative Endeavor

Two quarters activities of the Southwestern Library Interstate Cooperative Endeavor (SLICE) are reported. The final study of the legal aspects of establishing a Regional Interstate Library Network in the Southwest is printed in full. This study indicates that an interstate compact may be the best organizational, financial, and legal structure for interstate networking. The American Library Association Institute on Alternatives in Bibliographic Networking (New Orleans, February 28th-March 1, 1974) is reviewed, summaries of all papers are presented, and two full papers on bibliographic data standards are included. The preliminary data on a survey of 904 libraries in the six Southwestern Library Association states is presented. Other SLICE projects are reviewed including the implementation of Continuing Education for Library Staffs (CELS). (Author/PF)

ED 110 018

IR 002 286

SLICE Office Report for the Period April 1, 1974 to June 30, 1974.

Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.

Report No.—SLICE-CLR-559

Pub Date 29 Nov 74

Note—41p.; For a related document see IR 002 285

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Adult Education, Librarians, Library Automation, *Library Cooperation, Library Expenditures, *Library Networks, *Professional Continuing Education, Statistical Data

Identifiers—CELS, Continuing Education for Library Staffs, *SLICE, Southwestern Library Interstate Cooperative Endeavor

The activities of the Southwestern Library Cooperative Endeavor (SLICE) project are directed to those concerned with regional, multi-state library networks and continuing education for library staffs. Two SLICE projects are reviewed in this quarterly report: the planning of a six-state regional bibliographic network, and continuing education for library staffs (CELS). Statistical data is provided concerning management of the projects. Two issues of the SWLA Newsletter and a seminar report on the multi-state library agency are appended. (Author/DS)

ED 110 019

52

IR 002 287

National Commission on Libraries and Information Science. Annual Report to the President and the Congress, 1973-1974.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 75

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00083-1; \$0.70)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Annual Reports, Copyrights, *Information Science, Information Services, *Libraries, Library Education, Library Networks, Library Services, Library Standards, *National Programs, *Professional Continuing Education, Use Studies

Identifiers—*National Commission Libraries Information Science, NCLIS

In its annual report, the Commission recounts the activities, hearings, and studies related to the future establishment of a National Program for Library and Information Services. A brief synopsis cites the needs, objectives, and standards for the suggested program. The act establishing the Commission (Public Law 91-345), lists of Commission members and committees, and a financial statement are appended. (DS)

ED 110 020

IR 002 288

Plotkin, Jack

Cooperative Information Network. Interlibrary Loan Non-Filled Request Study.

Cooperative Information Network, Stanford, Calif.

Pub Date Jun 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Information Dissemination, Information Systems, *Interlibrary Loans, Junior College Libraries, Library Collections, Library Cooperation, *Library Networks, Library Research, *Library Surveys, Public Libraries, School Libraries, Special Libraries, Statistical Data, Tables (Data), University Libraries, Use Studies

Identifiers—California, CIN, *Cooperative Information Network

To explain why member libraries were failing to fill interlibrary loan requests, this study surveyed 26 public, school, community college, university, and special libraries throughout the Cooperative Information Network (CIN). The study was designed to discover: which libraries were chosen for loans, how soon patrons wanted loan information, how long it took to fulfill patron's request, the effectiveness of the source choice, and material (by subject area) that was not available. It was determined that CIN was fulfilling its major objective of providing better library service to all its constituents, but there was room for improvement in the number of non-filled requests with no reply (32% in this study). Study results are presented in 14 statistical tables. (DS)

ED 110 021

IR 002 289

Scott, William H. O., Ed.

Recommended East Asian Core Collections for Children's, High School, Public, Community College and Undergraduate College Libraries. East Asian Bibliographic Group.

Pub Date 74

Note—196p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Bibliographies, Books, College Libraries, Films, Filmstrips, Fine Arts, Junior College Libraries, *Library Collections, Library Material Selection, Periodicals, Public Libraries, School Libraries, University Libraries

Identifiers—China, *East Asia, Japan, Korea, Mongolia

A basic buying list for libraries seeking to develop their Far East holdings is given in this bibliography. Over 1700 items include published material up to 1973—books, periodicals, films, filmstrips, tapes, and phonograph records—pertaining to China, Formosa, Japan, Korea, Mongolia and Tibet. The items are arranged geographically with topical subdivisions. (Author/DS)

ED 110 022

IR 002 290

McDougall, William Donald

Computer-Assisted Education System for Psychopharmacology. Walden Univ., Naples, Fla.

Pub Date Jul 75

Note—189p.; Doctoral thesis, Walden University

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Autoinstructional Aids, Branching, *Computer Assisted Instruction, *Computer Oriented Programs, Computers, Doctoral Theses, *Drug Therapy, Higher Education, *Medical Education, Medical Treatment, *Psychiatry, Time Sharing

Identifiers—*Pharmacology, PLATO, PLATO IV, Psychopharmacology, TUTOR

An approach to the use of computer assisted instruction (CAI) for teaching psychopharmacology is presented. A project is described in which, using the TUTOR programming language on the PLATO IV computer system, several computer programs were developed to demonstrate the concepts of aminergic transmitters in the central nervous system. Response characteristics of a simulated patient treated with psychopharmacological drugs are discussed, together with some of the advantages and disadvantages of TUTOR for such teaching situations. A flow chart of a computer lesson in this field is also provided, and alternative methods of presenting a problem are considered. (DGC)

ED 110 023

IR 002 292

Voichick, Jane Steele, Sara
The Phonoviewer as an EFNEP Teaching Method:
Overall Conclusions.

Wisconsin Univ., Madison, Univ. Extension.
Spons. Agency—Extension Service (DOA),
Washington, D.C.

Pub Date Dec 74

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Audiovisual Aids, Diets, Educational Research, Educational Technology, *Evaluation, Films, Food Processing Occupations, *Foods Instruction, Home Economics Education, *Instructional Media, *Media Research, Media Technology, *Nutrition Instruction, Surveys, Teaching Methods, Use Studies

Identifiers—EFNEP, Expanded Foods and Nutrition Education Program, *Phonoviewer

Final conclusions of a nationwide study of the use of the phonoviewer in the Expanded Foods and Nutrition Education Program (EFNEP) are given to supplement data and specific conclusions in two earlier reports. Based on mailed questionnaires returned from EFNEP coordinators, nutrition specialists, and a sample of county home economists augmented by a study of use by EFNEP aides and reaction of youth and adult program participants, it is held that the phonoviewer has justified the investment in purchase of instruments and shows and the development of shows. Specific findings about the use of instruments and shows, along with user reaction, are given. Seventeen conclusions summarized the directors' recommendations for further implementation of the program. (SK)

ED 110 024

IR 002 293

Goodrum, Charles A.
The Library of Congress.

Pub Date 75

Note—292p.; Praeger Library of U.S. Government Departments and Agencies, no. 38
Available from—Praeger Publishers, Inc., 111
Fourth Avenue, New York, N.Y. 10003
(\$10.00)

Document Not Available from EDRS

Descriptors—Books, *Government Libraries, History, Librarians, Library Acquisition, Library Automation, Library Circulation, Library Collections, *Library Facilities, Library Materials, Library Networks, Library Role, Library Services, *Library Technical Processes, *National Libraries, United States History

Identifiers—Congressional Research Service, LC, *Library of Congress

From its earliest beginnings to the post war information explosion, this text traces the history of the world's largest library, the Library of Congress (LC). The library's creation in 1800 for use by members of Congress is comprehensively discussed along with its development into a world wide service. Library methodology is covered in chapters on collection, development, acquisition, cataloging, reference, and service to Congress. An appendix on careers in the Library of Congress, a list of past LC librarians, and a list for further reading is provided. (Author/DS)

ED 110 025

IR 002 294

Rouse, William B., Ed.
Quantitative Approaches to the Management of
Information/Document Retrieval at the University
of Illinois.

Illinois Univ., Urbana. Dept. of Mechanical and
Industrial Engineering; Illinois Univ., Urbana.
Graduate School of Library Science.

Pub Date Jan 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Data Collection, *Documentation, Geographic Distribution, Information Dissemination, *Information Retrieval, *Information Systems, Interlibrary Loans, Library Reference Services, *Library Research, Library Services, Library Surveys, Models, Research Projects, *University Libraries

Identifiers—*University of Illinois

Three papers based on projects produced in a course entitled Operations Research and Library Management, jointly sponsored by the Department of Mechanical and Industrial Engineering and the Graduate School of Library Science are reported and explained. Topics covered include

an assessment of faculty interest in an information retrieval service; modeling closed-stacks document retrieval, and the effect of geographic dispersion of the collection on document retrieval time. (SK)

ED 110 026

IR 002 295

Endised Project: A Preliminary Assessment of the
Draft Endised Programme 1976-78.

Council of Europe, Strasbourg (France).

Pub Date 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—Computer Programs, Cost Effectiveness, Costs, Data Bases, Data Collection, *Documentation, *Educational Research, Educational Resources, Evaluation, Facility Planning, Feasibility Studies, *Information Dissemination, Information Processing, Information Retrieval, Information Storage, *International Organizations, Microreproduction, Reference Materials, Research Tools, Standards, Thesauri

Identifiers—Data Transmission, *EUDISED, Selective Dissemination of Information

Technical and financial assessments were conducted of the Draft EUDISED Program 1976-78, which is to coordinate information exchange activities in educational documentation and information on a European level. Facilities and staff for various technical and organizational alternatives are described, costs of each alternative are estimated, and recommendations are made concerning the feasibility of available options. Maintenance and use of the EUDISED multilingual thesaurus are discussed, along with standards and format of the data record. Collections, consolidation, and redistribution of data is covered, and user software packages are described. (SK)

ED 110 027

IR 002 296

Donohue, Joseph C.
Understanding Scientific Literature: A Bibliometric
Approach.

Pub Date 73

Note—101p.

Available from—The MIT Press, 28 Carleton
Street, Cambridge, Massachusetts 02142
(\$12.95)

Document Not Available from EDRS

Descriptors—Bibliographic Citations, *Bibliographic Coupling, *Citation Indexes, *Information Dissemination, *Information Science, Library Collections, *Library Material Selection, Library Planning, Library Research, Library Science, Library Services, Publishing Industry, Sciences

Identifiers—*Bibliometrics, Bradford Analysis, Epidemic Theory

To operate effectively, libraries must develop methods by which to identify literatures of high utility to their clientele and must acquire and organize these literatures in such a way as to optimize their usefulness. One such method, the bibliometric approach, is based on the assumption of certain regularities in patterns of authorship, publications, and citations of literatures. This approach was applied to a corpus of journals from the field of information science. The four techniques employed were Bradford Analysis, citation tracing, bibliographic coupling, and epidemic theory. It was concluded that it is possible to identify a minimal nucleus of key authors, a set of key journals, and the topics constituting the research front of the field. (SK/PF)

ED 110 028

IR 002 297

Park, Ben
An Introduction to Telemedicine; Interactive
Television for Delivery of Health Services.

New York Univ., N.Y. Alternate Media Center.

Spons. Agency—Rockefeller Foundation, New
York, N.Y.

Pub Date Jan 74

Note—265p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS
POSTAGE

Descriptors—Delivery Systems, *Educational Television, *Evaluation, Experimental Programs, Facility Planning, *Health Education, Health Occupations Education, Health Services, Interaction, Medical Services, *Rural Areas, State of the Art Reviews, *Telecommunication, Use Studies

Identifiers—*Telemedicine

Telemedicine is defined as the use of two-way or interactive television to conduct transactions in the field of health care. A history of its development to provide two-way communication between central facilities and remote locations is given, along with descriptions of pioneer systems. Technical, psychological and cultural aspects of the method are explored, along with the physician's reaction to it. Twenty present and pending projects in its use are described; capability and acceptance in general diagnosis, cardiac problems, dermatology, radiology, psychiatry, mental retardation, and speech therapy are assessed. Issues and questions are identified. An appendix gives information on transmission, equipment, services, configurations and schedules for 13 projects in operation as of Jan. 31, 1974. (SK)

ED 110 029

IR 002 298

Gwyn, Jacquelyn, Comp. And Others
Library Science Libraries, a Quantitative Survey.

Publication No. 101.

Drexel Univ., Philadelphia, Pa. Univ. Libraries.

Pub Date Sep 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Administrative Organization, Budgets, Librarians, Library Administration, *Library Collections, *Library Education, Library Research, *Library Schools, Library Science, *Library Surveys, Personnel, Questionnaires, *Statistical Data, Tables (Data), University Libraries

Twenty-four accredited library schools in the United States and Canada responded to a survey conducted in 1971 to collect comparable data on administrative structure, collections, budget, and personnel. Designed to show quantitative relationships among subject collections within the field of library science, this survey report presents data within 17 tables. A list of respondents is provided in Appendix 1; Appendix 4 contains the survey questionnaire. (Author/DS)

ED 110 030

IR 002 299

Schulz, Russel E.
MONIFORMS as Authoring Aids for the PLATO
IV CAI System.

Human Resources Research Organization, Alexandria, Va.

Spons. Agency—Army Research Inst. for the
Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-75-5

Pub Date May 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Programs, Computer Science Education, Man Machine Systems, *Material Development, *Military Training, On Line Systems, *Programming, *Programming Languages, Teacher Developed Materials

Identifiers—COBOL, Human Resources Research Organization, HumRRO, *MONIFORMS, PLATO IV, TUTOR

An analysis of portions of the HumRRO (Human Resources Research Organization) developed computer-assisted instruction (CAI) course in COBOL programming, and a survey of representatives from Advanced Research Project Agency (ARPA) PLATO IV installations indicated a need for authoring aids that could be prepared and programmed easily and quickly. The nine MONIFORMS resulting from this study are useful for rapid development of certain frequently used CAI material. These authoring aids are partially precoded formats which make use of HumRRO subroutines for question execution. MONIFORMS are used for development of single questions-of the multiple choice, constructed response, and matching type—that can be combined with material prepared by conventional methods. The characteristics of these MONIFORMS are described together with comments on future developments to be made in CAI material generation for military training. (Author/DGC)

ED 110 031

IR 002 301

Study of Education Satellite Communications
Demonstration in Alaska: Some Tentative
Conclusions. 4th BI-Monthly Report.

Practical Concepts, Inc., Washington, D.C.

Spons. Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date 27 Jun 75

Note—100p; For related documents see ED 101 732-733, 102 935, and 103 014

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Attitudes, Broadcast Television, *Communication Satellites, Data Collection, *Demonstration Projects, Demonstrations (Educational), Educational Technology, *Educational Television, *Evaluation, Policy, Policy Formation, *Rural Education, Rural Population, Rural Schools, Surveys, Telecommunication

Identifiers—*Alaska, Applied Technology Satellite 6, ATS 6, Education Satellite Communications Demonstration, ESCD

Evaluative data gathered in villages that received educational broadcasts during the Educational Satellite Communications Demonstration (ESCD) in rural Alaska are summarized, and policy conclusions are drawn. Data sources included interviews with local residents, logs and time records, and conference transcripts. Conclusions are presented with regard to levels of policy, technological considerations, the types and use of educational materials, and village responses to the demonstration. Comments on village use of television in general and on the future of television in rural Alaska are also presented. The appendices include a brief description of the participating villages, samples of the forms used for data collection, and outlines of conferences held to evaluate the project. The satellite used was the Applied Technology Satellite (ATS)-6. (DGC)

ED 110 032 IR 002 302

Dyer, Frederick N. And Others

A Method for Obtaining Post Formal Training Feedback: Development and Validation. Final Report. November 1973-May 1975.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-19

Pub Date May 75

Note—123p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Armed Forces, Cost Effectiveness, Course Evaluation, Data Collection, Data Sheets, *Evaluation, Evaluation Methods, *Feedback, *Interviews, *Military Training, *Questionnaires, Surveys

Identifiers—*Navy

An evaluation of alternative methods—including three types of questionnaires and face-to-face interviews—of obtaining post training feedback from naval personnel is described. Using a sample of recent radio technician trainees, various approaches to data collection were employed. It was found that questionnaires provide the most cost-effective means of obtaining the needed information. Recommendations for further development and implementation of the questionnaire procedures are presented. The appendices include the data collection instruments used, interview instructions, and summary data sheets. (DGC)

ED 110 033 IR 002 303

Zaslavsky, Gerald

Media Services in an Academic Library. A Rationale with Special Implications for New York University's Bobst Library.

Pub Date 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Aids, Changing Attitudes, Instructional Materials Centers, *Instructional Media, *Library Role, Library Services, *University Libraries

Identifiers—*Bobst Library, New York University

A realistic rationale for library involvement with media, media facilities, and services is needed in today's library if the function of the library as a disseminator of information is to be fulfilled. The concept of change in the role of the library must be accepted since there is a constant change in education. Although there is a definite need to support university programs with media materials, the library programs are developing slowly. A major concern of librarians is that the use of media in the library usually means that there must also be creation and production of media materials. The Bobst Library at New York University, designed in 1963 with neither a centralized audiovisual equipment service nor production facility, is an example of many con-

servative libraries today. In this case, the needs of the university community are overlooked or underdeveloped due to a lack of administration support. A bibliography containing over 60 citations is appended. (Author/DS)

ED 110 034 IR 002 305

Stark, Edward A. And Others

Study to Determine the Requirements for an Experimental Training Simulation System.

Naval Training Equipment Center, Orlando, Fla.;

Singer - General Precision, Inc., Binghamton, N.Y. Link Div.

Report No.—NAVTRADEVEN-69-C-0207-1

Pub Date Feb 71

Note—362p.

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—Audiovisual Aids, Computer Assisted Instruction, Computer Programs, Computers, *Design, Design Needs, *Military Training, *Research, Simulated Environment, Simulation, *Simulators, *Systems Development, Teaching Methods, Trainers, Training

Identifiers—Design Specifications, *Human Factors, Naval Training

A simulation system capable of supporting human factors experiments in the development of military training devices is described. The first phase of the study consisted of (1) a review of tasks performed by the operators of different types of military simulation systems, (2) an analysis of problems experienced in the development of devices for such training tasks, and (3) the identification of design areas in which experimentation is required. The second phase of the project resulted in the formulation of design recommendations and a five-year implementation plan to permit system procurement in five relatively discrete incremental modules. Each of the five modules can be employed independently, and each can also be integrated with the preceding module to provide additional, supplemental functions. Procurement of all five modules will provide for the total capability necessary for the support of future human factor experiments in military training. (Author/DGC)

ED 110 035 IR 002 306

Daniels, Richard W. Alden, David G.

The Feasibility of Generalized Acoustic Sensor Operator Training. Final Report for Period February 1974-February 1975.

Honeywell, Inc., Minneapolis, Minn. Systems and Research Center; Naval Training Equipment Center, Orlando, Fla.

Report No.—NAVTRADEQUIPCEN-74-C-0067-1

Pub Date May 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Armed Forces, Data, Data Analysis, *Equipment, *Military Training, *Personnel, Simulation, *Teaching Methods

Identifiers—Acoustic Sensors, Naval Training, *Sonar

The feasibility of generalized approaches to training military personnel in the use of different types of sonar/acoustic warfare systems was explored. The initial phase of the project consisted of the analysis of representative sonar and acoustic equipment to identify training areas and operator performance requirements that could be subjected to generalized training methods. The degree of commonality in operator tasks, skill, and knowledge requirements for each system was considered. Phase 2 involved the evaluation of existing training methods. A high degree of commonality was found in operator tasks for surface and subsurface systems involving stimuli of low to moderate uncertainty, procedure following, and simple motor responses. The application of generalized training concepts was judged feasible for sonar operators, although further research is needed on the exact approaches to be taken. (DGC)

ED 110 036 IR 002 308

D'Olier, J. H. Delmas, B.

Planning National Infrastructures for Documentation, Libraries and Archives; Outline of a General Policy.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—328p.; Documentation, Libraries and Archives, Studies and Research series

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, New York 10016 (\$12.50)

Document Not Available from EDRS

Descriptors—*Archives,

*Documentation, *Libraries, Library Collections, Library Facilities, *Library Planning, Library Research, Library Role, Library Services, Library Standards, Library Surveys, *National Programs, Questionnaires, Statistical Data, Tables (Data), University Libraries

Designed for governmental planners, documentalists, librarians, and archivists, these two United Nations studies examine integration of the planning of libraries and archives services with the planning of economic and social development. In Study 1, the planning of documentation centers and libraries is investigated. An appendix includes survey instruments and international data on reading and paper consumption. Study 2 outlines a national archives plan and procedures for its implementation. Appendices include organizational standards and a survey questionnaire intended for governmental departments. Both studies contain a selected bibliography. (Author/DS)

ED 110 037 IR 002 309

Jones, C. Lee

Some Technological Impacts on Library Service Systems.

Pub Date 4 Jun 75

Note—13p.; Paper presented at the Annual Meeting of the Medical Library Association (74th, Cleveland, Ohio, June 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Technology, Information Retrieval, Libraries, Library Automation, *Library Services, Library Technical Processes, *Medical Libraries, Organization, Reprography, *Technological Advancement

Identifiers—TWX

One major impact on the library service system of the management arts, the split between the traditional public service and technical departments, should be reconsidered. Technology such as photocopying, TWX, and long distance photocopying also has an impact on the service system. Data base service must be considered a routine biomedical reference tool to take full advantage of its potential. Through the use of educational technology in libraries, a new concept of the library role in curriculum affairs has evolved. Despite the mixed reviews of the impact of technology on library services, libraries should be encouraged to innovate. (Author/DS)

ED 110 038 IR 002 310

Hood, Wyma Jane Gittings, Monte James

Evaluation of Service at the General Reference Desk, University of Oregon Library.

Oregon Univ., Eugene. School of Librarianship.

Pub Date 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Librarians, *Library Reference Services, Library Standards, *Library Surveys, Performance Criteria, Questionnaires, *Statistical Data, Tables (Data), University Libraries

Identifiers—Oregon, *University of Oregon

A descriptive study was conducted employing questionnaires distributed to users and staff members. The adequacy of informational and instructional staff performances, their attitude toward patrons, and the relative proportions of reference and nonreference questions were explored. It was recommended to the staff that methods of performance evaluation should be instituted and periodic self-evaluations should be undertaken, according to reference service standards set by the American Library Association. Questionnaires, an observation check list, the interview schedule, data summaries, and a policy statement are appended. (Author/DS)

ED 110 039 IR 002 312

Clarke, Beverley

Graphic Design in Educational Television.

Pub Date 74

Note—96p.

Available from—Watson-Guptill Publications, One Astor Plaza, New York, N.Y. 10036 (\$9.95)

Document Not Available from EDRS

Descriptors—*Animation, Audiovisual Aids, Broadcast Television, Closed Circuit Televi-

sion, *Design Crafts, *Educational Television, *Graphic Arts, Media Specialists, Media Technology, *Production Techniques, Scheduling, Visual Arts

Identifiers—*Graphic Design

To help educational television (ETV) practitioners achieve maximum clarity, economy and purposiveness, the range of techniques of television graphics is explained. Closed-circuit and broadcast ETV are compared. The design process is discussed in terms of aspect ratio, line structure, cut off, screen size, tone scales, studio apparatus, and electronic apparatus. Typography, diagrams, three types of animation, animated captions, and the production process are explained. A checklist of information for a design schedule and the schedule itself in chart form are included. Examples of television graphics are appended, along with a glossary. (SK)

ED 110 040 IR 002 313

Smith, Edgar A.

Acceptance Inspection for Audio Cassette Recorders.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-101

Pub Date Dec 74

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Equipment, *Equipment Evaluation, *Field Check, *Inspection, *Magnetic Tape Cassette Recorders, *Military Training, Tape Recorders

A series of inspections for cassette recorders that can be performed to assure that the devices are acceptable is described. The inspections can be completed in 20 minutes and can be performed by instructional personnel. The series of inspection procedures includes tests of the intelligibility of audio, physical condition, tape speed, impulse reliability, response range, and torque delivered to the tape. It is suggested that acceptance testing could both avoid disruption of instruction and save money by obtaining repair or replacement under the warranty on the device. (Author/DGC)

ED 110 041 IR 002 316

Information in Support of Population Activities.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—78p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, N.Y. 10016

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, Audiovisual Aids, Environmental Education, Family Planning, Information Dissemination, Information Needs, *Information Networks, *Information Services, Interagency Coordination, International Organizations, *International Programs, Library Cooperation, *Library Education, *Population Education

Identifiers—International Planned Parenthood Federation, UNESCO, *World Population Year

As part of UNESCO's World Population Year, information services in support of population programs are explained and listed. The information system of the International Planned Parenthood Federation is described and the management of population literature discussed. Information needs of population workers and special aspects of the training and education of population librarians are identified. A computerized population information network and an international audiovisual resource service are described. An annotated list of periodicals and secondary sources is included. (SK)

ED 110 042 IR 002 317

Dwyer, Francis M.

Computer-Assisted Instruction: Potential for College Level Instruction and Review of Research. Pennsylvania State Univ., University Park. Coll. of Education.

Pub Date 25 May 70

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Abstracts, Autoinstructional Aids, *College Instruction, Colleges, *Computer Assisted Instruction, Educational Technology, Higher Education, Learning Processes, *Literature Reviews, Man Machine Systems,

*Research, Research Reviews (Publications), State of the Art Reviews, Student Attitudes, Universities

Identifiers—*PLATO

Some basic concepts and types of computer assisted instruction (CAI) are presented, and their application in college and university settings is considered. CAI literature of the late 1960's—including descriptions of specific CAI systems together with studies of instructional effectiveness, learning time, and student attitudes—is then summarized. The appendix contains abstracts of numerous pre-1970 comparative studies on CAI. (DGC)

ED 110 043 IR 002 318

Bibliography: Some Canadian Writings on the

Mass Media.

Information Canada, Ottawa (Ontario).

Pub Date 74

Note—99p.

Available from—Information Canada, 171 rue Slater, Ottawa (Ontario), Canada K1A 0S9

Document Not Available from EDRS

Descriptors—*Bibliographies, Indexes (Locators), *Mass Media, Media Research, Media Specialists, Reference Books, *Reference Materials, Telecommunication

Identifiers—*Canada

More than 1000 general reference works on the Canadian mass media by Canadians or by authors living in Canada are listed alphabetically by author and cross-indexed by various areas of concern. Included are studies on the sociology, history, politics, and economics of the media. A few non-Canadian works are included because they are considered indispensable to students of the media. (SK)

ED 110 044 IR 002 319

The Use of Simulation Models in Educational Planning: A Critical Evaluation of S. O. M. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/EG/DM/71.01

Pub Date 4 Aug 71

Note—141p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Case Studies, Computer Programs, Conference Reports, Data Analysis, Educational Administration, *Educational Planning, *Evaluation, *International Organizations, International Programs, *Models, *Simulation Identifiers—OECD, Organization For Economic Cooperation and Develop, *Simulation Models, Simulation Option Model, SOM

Proceedings of a 1971 conference held to evaluate the use of the Simulation Option Model (SOM) in educational planning are presented. Following a general discussion of simulation models and educational planning processes, specific attributes and applications of SOM are considered. A case study of SOM's use in France—including examples of the information generated by the system—is provided. Potential applications of SOM in other national contexts are also discussed. (DGC)

ED 110 045 IR 002 320

Bierschenk, Bernhard

A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Nov 74

Note—34p.; Special-topic Bulletin number 45

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computational Linguistics, Computer Oriented Programs, *Computer Programs, *Content Analysis, Data Analysis, *Data Collection, Data Processing, Flow Charts, Information Processing, *Interviews, Item Analysis, Pilot Projects, Research, Statistical Data

Identifiers—*ANACONDA, Analysis Of Concepts By Data Processing, Sweden, UNIVAC

The development of a technique for a computer-based content analysis of interview data is described. A preliminary version of ANACONDA (ANALYSIS of CONCEPTS by DATA-processing) is presented, and empirical results are shown from the application of the technique by independent

coders to test material. Proposed modifications and extensions of the system are also discussed. (DGC)

ED 110 046 IR 002 324

Legum, Stanley E.

Monaural-Stereo Recording Comparison.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-71-04

Pub Date 7 Jun 71

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audio Equipment, Audiovisual Aids, Educational Development, Educational Research, *Ethnic Groups, Grade 3, Instructional Media, *Linguistics, *Microphones, Negroes, *Tape Recordings, Testing

Six groups of third-grade boys—three predominantly black, three white—were tested to explore three questions: whether visibility or proximity of microphones affects speech production; whether stereo recordings made from desk or wall-mounted microphones are as usable for linguistic analysis as monaural recordings made from lavalier microphones; and whether ethnic groups react differently to the recording situation. In each school, one group was recorded on lavalier microphones; one by visible wall microphones, and one by hidden wall microphones. A panel of linguists reviewed the recordings and found no significant difference in the amount of casual speech produced, and no differences between blacks and whites. (SK)

ED 110 047 IR 002 326

McManus, John F.

Functional Overview of SWRL/IMS Version 3.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-01

Pub Date 27 Jan 71

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Programs, Criterion Referenced Tests, Data Collection, *Data Processing, *Design, Electronic Data Processing, Flow Charts, Information Storage, *Management Information Systems, Management Systems, Pilot Projects, Recordkeeping, *Student Records, Systems Development, Tests Identifiers—Computer Software Documentation, Design Specifications, *Instructional Management System: IMS

Version 3 of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS) is a fully automated system which accepts pupil criterion exercises from remote sites and returns various reports to the same location. This paper briefly describes the SWRL/IMS system design and functional characteristics. The instructional system requisites and longer-range development objectives related to IMS functions are summarized, and examples of criterion exercises, system reports, and input forms are provided. A flowchart of the data collection, concentration, and information generation process is also included. (Author/DGC)

ED 110 048 IR 002 327

Porch, Ann

An Analysis of Methods for Preparing a Large Natural Language Data Base.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-02

Pub Date 16 Feb 71

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computers, *Cost Effectiveness, *Data Bases, Data Processing, Electronic Data Processing, *Equipment, *Information Processing, Information Storage, *Input Output Devices, Man Machine Systems, Office Machines, On Line Systems, Optical Scanners, Typewriting

Identifiers—Administrative Terminal System, ATS, Cathode Ray Tube Terminals, CRT, Dataplex, Flexowriter, Keypunches, Magnetic Tape Selectric Typewriter, MTST, Optical Character Scanning, Teletypes

Relative cost and effectiveness of techniques for preparing a computer compatible data base consisting of approximately one million words of natural language are outlined. Considered are dollar cost, ease of editing, and time consumption. Facility for insertion of identifying information within the text, and updating of a text by merging with another text are given special attention. It is concluded that Magnetic Tape Selectric Typewriter (MTST) and Telterm2 (a cathode ray tube terminal) are two highly effective methods of text preparation. The decision of which to use on a particular project would depend on available funds and possible peripheral uses for the equipment. Criteria for making such a decision are discussed. (Author)

ED 110 049 IR 002 328

Bartas, Bruce
Microform-Based Information Storage and Retrieval Systems.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-05

Pub Date 19 Apr 71

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Computer Output Microfilm, *Computer Programs, Data Bases, Data Processing, Design, Electronic Data Processing, Equipment, Flow Charts, Information Dissemination, *Information Retrieval, Information Services, *Information Storage, Information Systems, Microfiche, Microfilm, *Microforms, *Systems Development

Identifiers—AIDS, *Archival Information Dissemination System

The development of microform-based information storage and retrieval systems is discussed, and the comparative advantages and costs of various approaches are considered. A proposed computer system—Archival Information Dissemination System (AIDS)—to support microform retrieval is outlined. Included are diagrams of sequential flows of information into and out of the system. Finally, the characteristics of existing computer programs for information searching are also presented. (DGC)

ED 110 050 IR 002 337

Peterson, Carolyn Sue

Reference Books for Elementary and Junior High School Libraries. Second Edition.

Pub Date 75

Note—321p.

Available from—Scarecrow Press, Inc., P. O. Box 656, Metuchen, New Jersey 08840 (\$10.00)

Document Not Available from EDRS

Descriptors—*Annotated Bibliographies, *Bibliographies, Elementary Education, Ethnic Groups, Humanities, Instructional Materials Centers, Intermediate Grades, Junior High Schools, Libraries, Library Materials, Library Reference Services, Primary Grades, Recreational Activities, *Reference Books, *School Libraries, Sciences, Social Sciences

Identifiers—*Reviewing Sources

An annotated bibliography of reference books for school libraries from kindergarten through ninth grade is presented. Following brief sample lists of basic reference collections for primary, intermediate, and junior high school libraries are annotated bibliographies of encyclopedias, dictionaries, factbooks and yearbooks, indexes, atlases, biographical reference books, and bibliographies. In addition to the humanities, science, and social science subject areas, there are lists of reference books on ethnic groups in America as well as recreation and hobbies. Review sources and a directory of publishers is provided, along with author-title and subject indexes. (LS)

ED 110 051 IR 002 338

Cassata, Mary B., Ed. Totten, Herman L., Ed.
The Administrative Aspects of Education for Librarianship: A Symposium.

Pub Date 75

Note—425p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$14.50)

Document Not Available from EDRS

Descriptors—*Accreditation (Institutions), *Administration, Financial Support, Governance, Graduate Professors, Graduate Students,

Higher Education, History, Library Associations, *Library Education, Library Role, *Library Schools, Library Science, Masters Degrees, Objectives, Physical Facilities, Professional Education, Universities

Some 25 contributors share their expertise on various aspects of the administration of library education programs. Subjects covered include the history of library education; accreditation standards; goals and objectives; curriculum; faculty; student characteristics, admissions, training, and evaluation; governance, administration, and financial support; physical resources and facilities; the influence of professional organizations; and the accreditation visit. The epilogue is a discussion of the role and future of library education. The 1972 Standards for Accreditation are reprinted in the appendix. Citations are listed at the end of each article, and the book is indexed. (LS)

ED 110 052 IR 002 339

How Now Brown Cow? The Texas Educational Telecommunications Study.

Educational Development Corp., Austin, Tex.

Spons Agency—Texas Education Agency, Austin.

Pub Date 75

Note—323p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS

POSTAGE

Descriptors—Cable Television, Closed Circuit Television, Communication Satellites, Computers, *Educational Needs, Educational Radio, Educational Television, Fixed Service Television, Home Study, *Instructional Technology, Libraries, Public Television, *State Surveys, *Statewide Planning, *Telecommunication, Video Tape Recordings

Identifiers—Data Transmission, *Texas, Two Way Television

The Texas Educational Telecommunications Study examined problems and solutions involved in providing telecommunication support to education for the state of Texas. Extensive analyses were made in order to (1) delineate the objective that a telecommunications system should meet, (2) establish criteria that would be satisfied, (3) survey Texas problems and needs, (4) compile a statistical analysis of the results, (5) examine the existing networks and systems in Texas, (6) identify and describe successful systems in other states, (7) pinpoint factors affecting the availability and scarcity of software, and (8) propose hypotheses regarding the structures of educational technology and telecommunications 10 to 20 years hence. Among the conclusions of the study were: education would best be served by the expansion of an already extensive cable television network to almost all school campuses, the same network can provide narrowband channels for data transfer and computer-assisted instruction, such a combination could provide the greatest opportunity and flexibility for the least cost, and all programs of the Instructional Resources System would be serviced by the system. The recommendations stress that every effort should be made to expand the use of electronic technologies in the educational process. (SM)

ED 110 053 IR 002 340

Fitzgerald, William F. And Others

Personality Correlates of Student-Selected Individualized Instruction.

Pub Date 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Academic Achievement, College Students, Course Evaluation, Curiosity, Dental Schools, Educational Research, Higher Education, Individual Characteristics, Individualized Instruction, Instructional Materials, *Instructional Media, Material Development, *Media Selection, Personality, Personality Assessment, Testing

Identifiers—Playfulness

To investigate the correlation between personality and student use of individualized instruction, 135 dental students were allowed to choose instructional materials. Forty-five accessed both computer and slide/tape programs, 65 used materials in only one format, and 25 used no materials. An analysis of course performance, academic predictors, personality variables and materials selection behavior indicated that aggressiveness and final grade were positively correlated for students who did not use the materials, while

these variables were negatively correlated for those who did. Use of materials were also positively correlated to playfulness and curiosity. (SK)

ED 110 054 IR 002 344

The Children's Book Showcase 1975.

Children's Book Council, New York, N.Y.

Pub Date 75

Note—64p.

Available from—The Children's Book Council, Inc., 67 Irving Place, New York, New York 10003 (\$5.95)

Document Not Available from EDRS

Descriptors—*Books, Catalogs, *Childrens Books, Design, *Exhibits, Graphic Arts, *Illustrations, *Layout (Publications), Printing, Publishing Industry

The 1975 Children's Book Showcase committee selected 27 children's books for their excellent quality and design. Each of these books is given a two-page spread in the Showcase catalog. Information about the books, which are arranged alphabetically by title, includes author, title, publisher, artist, editor, art director, designer, production director, printer, binder, page size and number, price, number printed, kind of illustration, type face, paper, binding materials, jacket design, and a narrative description of the book's visual appearance and story. There is also a black and white photograph of a two-page spread of the open book. (LS)

ED 110 055 52 IR 002 346

Thompson, Enid T.

Local History: A Handbook for the Collection, Preservation, and Use of Local History Materials.

Englewood Public Library, Colo.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Colorado State Library, Denver.

Pub Date 75

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Bibliographies, Cataloging, Community Resources, Legal Problems, *Library Collections, Library Material Selection, Library Reference Services, *Library Technical Processes, *Local History, Manuals, Preservation, *Public Libraries

Identifiers—Englewood Public Library, Library Services And Construction Act, Oral History, Public Records

A manual, designed to define the materials of local history and to tell how to deal with them, provides step-by-step instructions for setting up such collections. The collecting and selecting process is described, as are the organizational problems and possibilities in handling books, pamphlets, newspapers, periodicals, photographs, pictures, tape recordings, ephemera, clippings, manuscript materials, memorabilia, maps, drawings, and private collections. Additional advice is given for obtaining ownership or use of nonpublished materials, physical preservation of materials, cataloging and indexing, and providing services to the public and to local and national organizations. Information is also provided for training staff and volunteers as well as for developing special projects in the areas of oral history, community records, community resources, current history collections, and resource persons. A bibliography and a list of addresses and sources are included. (LS)

ED 110 056 IR 002 347

Penchansky, Mimi And Others

The Library as Consumer: Problems and Prospects of Libraries as Institutional Consumers.

City Univ. of New York, N.Y. Library Association.

Pub Date 75

Note—12p.; A bibliography on the theme of the LACUNY 1975 Institute

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, Book Reviews, Books, Budgets, Computers, *Consumer Economics, Costs, Equipment Evaluation, Evaluation, Financial Support, Government Publications, *Library Acquisition, Library Automation, *Library Equipment, *Library Materials, Library Material Selection, Microforms, Periodicals

The Library Association of the City University of New York provides a bibliography of information sources, books, and articles to aid the library in its role as a consumer of materials and equipment. Some subjects covered include furniture, product evaluations, book selection and acquisition, media materials and equipment, periodicals, book costs, book reviews and reviewing, computer systems and costs, government documents, approval plans, federal funding, microforms, budgets, educational materials, copying, and discounts. (LS)

ED 110 057 IR 002 348

Penchansky, Mimi And Others

Publishing: Alternatives and Economics.

City Univ. of New York, N.Y. Library Association.

Pub Date 74

Note—23p.; An annotated bibliography on the theme of the LACUNY 1974 Institute

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Bibliographies, Books, Ethnic Groups, Feminism, Periodicals, Political Issues, *Publishing Industry

Identifiers—*Alternative Publishing

The Library Association of the City University of New York presents an annotated bibliography on the subject of small and alternative publishing. In the first section directories, indexes, catalogs, and reviews are briefly described. Book distributors for small publishers are listed next. The major portion of the bibliography is a listing of books and articles dealing with small publishers, and publishing, finance, minority publishers, underground presses, book distribution, small magazines, nonprofit publishing, feminist publishing, university presses, copyright, radical left and right publications, and the counter culture. (LS)

ED 110 058 IR 002 350

Foss, Donald D., Comp.

Proceedings of the HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest, March 17-28, 1975.

Louisiana State Univ., Baton Rouge. Library School; Southwestern Library Association, Stillwater, Okla.

Pub Date Jun 75

Note—248p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—College Libraries, *Conference Reports, Disadvantaged Groups, Evaluation, Information Needs, *Institutes (Training Programs), Instructional Media, *Librarians, Library Automation, *Library Education, *Professional Continuing Education, Program Descriptions, Program Development, Program Planning, Public Libraries, School Libraries, Special Libraries, State Programs, University Libraries

Identifiers—Continuing Education for Library Staff, Continuing Library Education Network and Exchange, Higher Education Act Title II B, Southwest

The proceedings of the Institute on Continuing Education Program Planning for Library Staffs in the Southwest contain historical and state-of-the-art information, needs assessments, program planning information, program descriptions and the Continuing Education for Library Staff program. The continuing education needs of medical, school, special, academic, and children's librarians are discussed, as well as the training needed to meet the special requirements of Blacks, Chicanos, and American Indians. Other articles describe a game plan for the continuing education planning and development process, new learning media, automated services, the Continuing Library Education Network and Exchange, and library programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Results of the evaluation surveys conducted on the institute are included, as are the working forms, letters, and papers needed in organizing it. There is also information about institute participants, as well as a list of institutes in the Southwest, 1968-1974. (LS)

ED 110 059 IR 002 357

Classification of Student Affective Responses to Teaching Films.

Capitol Region Education Council, West Hartford, Conn.

Pub Date Jul 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Affective Behavior, *Affective Tests, Audiovisual Instruction, Classification, Educational Assessment, Educational Development, Educational Research, *Emotional Response, *Films, *Instructional Films, Student Attitudes

Identifiers—*Teaching Films

To help teachers assess students' affective responses to teaching films, a scale as established and displayed graphically under which reactions may be rated as positive/active, positive/passive, negative/active, and negative/passive. Procedure in using the scale is explained and a "film reaction sheet" provided. Suggested ways of utilizing the scale to select films which will best engender the desired responses are given. (SK)

ED 110 060 52 IR 002 358

Vedder, Marion H.

Louisiana State Library Institutional Library Pilot Program. An Evaluation: November 5-27, 1974.

Louisiana State Library, Baton Rouge.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Corrective Institutions, *Institution Libraries, Librarians, Library Collections, Library Expenditures, Library Facilities, Library Role, Library Services, *Library Standards, Mentally Handicapped, *Pilot Projects, Program Evaluation, Psychiatric Hospitals, *Special Libraries, *State Libraries

Identifiers—*Louisiana

The Louisiana State Library reviewed its Pilot Library Program to determine its effect on future library development in state institutions. The program was a cooperative endeavor between the state library, an individual institution, and the state agency responsible for administering this institution. Mental, charitable, and penal institutions were included. Each institutional library was evaluated by American Library Association (ALA) standards according to general impressions, budget formulation, personnel problems and physical facilities. It was concluded that the Pilot Library Program should be continued and that the state library should adopt national library standards. Administration and staff should be made more aware of budgeting and personnel. (Author/DS)

ED 110 061 IR 002 359

A Study of Minnesota Public Library Services: Costs and Implications. Final Report.

Westat Research, Inc., Rockville, Md.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Library Div.

Pub Date Oct 74

Note—184p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Administrative Organization, Costs, Financial Support, Library Acquisition, Library Expenditures, Library Planning, *Library Services, Library Standards, *Library Surveys, *Public Libraries, *State Aid, Statistical Data, Tables (Data), Use Studies

Identifiers—*Minnesota

Thirty-one Minnesota public libraries were studied to determine the best use of state funds to promote library development. The overall objective of this study was to determine the most effective organizational structure, appropriate standards of operation, and a program of financial support for public libraries in Minnesota. An analysis was made of current costs of library services, and with these costs as a basis, models were developed and estimates made for raising the current levels of service. Public library services were divided into three areas of study: provision of materials, information and services, and administrative and support services. Recommendations for the attainment of future needs and a plan for action were submitted. Statistical tables are appended. (DS)

ED 110 062 IR 002 361

Short, Jack T.

An Address Given to American Library Trustee Association.

Pub Date 29 Jun 75

Note—11p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Administrative Agencies, Administrator Attitudes, Governing Boards, Libraries, *Library Associations, Library Cooperation, *Library Programs, Library Role, Library Services, *Public Relations, Speeches, *Trustees

Identifiers—ALA 75, ALTA, *American Library Trustees Association

Library trustees should be more perceptive and aware of their responsibilities. There appears to be a lack of interest in the cooperation necessary to maintain a national library trustee organization. This fact should justify the development of public relations programs for libraries and library boards. The American Library Trustee Association (ALTA) could be more effective; it could be instrumental in constructing programs such as development of effective information retrieval systems and a proposed national library card. With adequate funding, it should be possible to evolve the type of national library trustee organization that is needed. (DS)

ED 110 063 IR 002 362

Linder, Steven

ERIC and the Now—Humanistic Education; An Unofficial Bibliographic Index of ERIC Humanistic Education Documents.

Pub Date 75

Note—18p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, *Classification, Documentation, *Humanism, *Humanistic Education, Humanization, *Indexing, Individual Development, Information Seeking, Research Tools, Search Strategies

Identifiers—ERIC

An unofficial bibliographic index of ERIC (Educational Resources Information Center) documents related to the field of humanistic education has been compiled and arranged by project subject reference title, project reference number, ERIC document number, year, and book title identifier. Included are 148 documents arranged by 34 subject categories. Procedures used in compiling the index are explained and materials used in the subject titles search and document search procedures are listed. References are included. (SK)

ED 110 064 IR 002 363

Gregory, Ruth W.

Practical Applications in Performance Measurements.

Pub Date 30 Jun 75

Note—9p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 30, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Community Attitudes, Computer Oriented Programs, *Formative Evaluation, Library Collections, Library Reference Services, Library Research, Library Role, Library Services, Library Standards, *Library Surveys, *Performance Criteria, *Public Libraries, Speeches, *Use Studies

Identifiers—ALA 75, Illinois, Performance Measures for Public Libraries

In order to find reliable methods of ascertaining quality in library service, three public libraries in the Chicago area were assessed using the Rutgers "Performance Measures for Public Libraries." The Rutgers study can reveal the needs and characteristics of library patrons, and may itself be instrumental in increasing patronage. It also may be used as an effective idea generator. Most importantly, the data gathered in this study can also aid management in the decision making and in the formulation of library budgets. (DS)

ED 110 065 IR 002 364

Plourde, Paul J., Ed. Thomas, Charles R., Ed.

Innovative Systems: Solution or Illusion?

Proceedings of the 1974 CAUSE National Conference. Volume 1.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date 75

Note—700p.; For a related document see IR 002 365

EDRS Price MF-\$1.23 HC-\$34.91 PLUS

POSTAGE

Descriptors—*Administration, College Administration, Colleges, Computer Oriented Programs, *Computer Programs, Conference Reports, Data Bases, Data Collection, *Data Processing, Electronic Data Processing, *Higher Education, Information Systems, Management Information Systems, *Management Systems, Systems Analysis, Systems Analysts, Systems Concepts, Systems Development, Universities, University Administration
Identifiers—Administrative Data Processing, CAUSE, College and University Systems Exchange

Addresses, technical papers, and descriptions of institutional administrative data processing (ADP) applications presented at the 1974 College and University Systems Exchange (CAUSE) National Conference are compiled. Topics include (1) operational data systems, (2) management information systems, (3) planning and management systems, (4) new developments in computer software for instructional and ADP operations in colleges and universities, and (5) specialized ADP applications for higher education. Descriptions of selected proprietary operational data and data base management systems are also included. (DGC)

ED 110 066 IR 002 365

Plourde, Paul J., Ed. Thomas, Charles R., Ed. Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference, Volume 2.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date 75

Note—316p.; For a related document see IR 002 364

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Administration, Colleges, Computer Oriented Programs, *Computer Programs, Conference Reports, Data Bases, Data Collection, *Data Processing, Electronic Data Processing, *Higher Education, Information Systems, Management Information Systems, *Management Systems, Student Records, Systems Analysis, Systems Analysts, Systems Concepts, Systems Development, Universities
Identifiers—Administrative Data Processing, CAUSE, *College and University Systems Exchange

Nineteen contributed papers presented at the 1974 College and University Systems Exchange (CAUSE) National Conference are compiled. Topics include specific applications, data base management systems, and management techniques in administrative information systems for higher education. (DGC)

ED 110 067 IR 002 366

Daily, Jay E., Ed. Cataloging Phonorecordings: Problems and Possibilities.

Pub Date Apr 75

Note—172p.; Practical Library and Information Science Volume 1

Available from—Marcel Dekker, Inc., 270 Madison Avenue, New York, New York 10016 (\$13.75)

Document Not Available from EDRS

Descriptors—*Cataloging, Catalogs, Classification, Library Automation, Library Collections, Library Materials, Magnetic Tape Cassettes, Manuals, *Phonograph Records, *Phonotape Recordings, Subject Index Terms, University Libraries

Identifiers—*Unit Entry

A full explanation of the unit-entry system of cataloging phonograph records and suggestions for its use are given. The basic essentials of identification and analysis of elements of individual works in a collection are described and examples provided. Various descriptor fields are defined for use in computerized cataloging access. Library of Congress cataloging is discussed briefly. (DS)

ED 110 068 IR 002 367

Miles, Betty Channeling Children: Sex Stereotyping in Prime-Time TV.

Women on Words and Images, Princeton, N. J.

Pub Date 75

Note—84p.

Available from—Women on Words and Images, P. O. Box 2163, Princeton, N.J. 08540 (\$2.50)
Document Not Available from EDRS

Descriptors—*Childhood Attitudes, Children, Commercial Television, Discriminatory Attitudes (Social), Educational Research, Material Development, Media Selection, Multichannel Programming, *Programming (Broadcast), Scripts, Sex (Characteristics), Sex Discrimination, *Sex Stereotypes, Social Attitudes, *Television, *Television Research

The portrayal of male and female roles on prime-time television programs was investigated. Sixteen programs were observed, and data on the number and occupation of female and male characters, on positive and negative behaviors, including competence and aggression, were recorded. Plot summaries were also written for typical episodes. Research on the influence of television on children was reviewed. The analysis of stereotyping compared major and minor characters, occupations, number of wage earners by sex, number of behaviors by sex, male and female competence, characters by sex, occupation and behavior in commercials, and portrayal of women in housework and other chores. Suggestions were developed for changing the stereotypes. Typical programs were summarized and appraised. A bibliography is appended. (SK)

ED 110 069 IR 002 369

Kingsbury, Mary E.

The Future of School Library Media Centers.

Pub Date Jul 75

Note—38p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Programs, *Futures (of Society), *Instructional Materials Centers, Librarians, Library Research, Library Role, Library Surveys, Media Research, Media Specialists, *Media Technology, Questionnaires, *School Libraries, Speeches, Statistical Data, Tables (Data), *Trend Analysis

Identifiers—ALA 75, *Delphi Technique

Since the future role played by the school library media center is important to library planners, a Delphi survey questioned school librarians, leaders in the profession, and faculty members in schools with media. Four factors were seen to affect the future of the media center: (1) trends within the next 25 years, (2) innovations needing to be introduced in the future, (3) trends rated in terms of desirability and (4) differences in ratings by the three groups. In general, practicing librarians, officers, and professors agree in their assessment of the desirability of each new trend and innovation but stress that library schools will have to provide a more media-oriented course of studies if they are to effectively meet the future deadline presented by this study. Statistical tables are provided. (Author/DS)

ED 110 070 IR 002 370

Rose, Ernest D.

World Film and Television Study Resources. A Reference Guide to Major Training Centers and Archives.

Pub Date 74

Note—421p.; A Mass Media Manual

Available from—Friedrich-Ebert-Stiftung, Mass Media Department, 53 Bonn-Bad Godesberg, Kolner Str. 149, Federal Republic of Germany (29.00 DM not including postage)

Document Not Available from EDRS

Descriptors—*Archives, Audiovisual Aids, Developed Nations, Developing Nations, Directories, Educational Resources, *Educational Television, Film Libraries, *Films, Film Study, *Guides, Information Sources, *Instructional Materials Centers, International Organizations, Mass Media

Identifiers—Europe, North America, Third World
 Film and television schools and archives in 75 countries are listed. Information includes well-known institutions in Europe and North America as well as reports of recent developments in Third World regions, and is based on directories and organization membership lists, plus personal visits, interviews and responses to questionnaires. Names and addresses of institutions are given and programs of instruction or archives are described and summarized. Entries for some institutions also include such data as length of program, language of instruction, cost of tuition and fees, degree awarded, estimated living expenses and special requirements and special features.

Number of screenings or films produced also is provided in some instances. Appendices include admissions examinations and selection criteria at schools in seven countries, and a selected reading list. (SK)

ED 110 071 IR 002 371

Cooke, Eileen D.

Legislative Report of the ALA Washington Office, January-June 1975.

American Library Association, Washington, D.C.

Pub Date Jul 75

Note—30p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, *Libraries, *Library Networks, Tables (Data)

Identifiers—94th Congress, ALA 75, Elementary Secondary Education Act Title IV B, ESEA Title IV B

This report summarized briefly some of the federal legislation now pending or recently enacted that has implications for library service and for librarians. It covers the first six months of the first session of the 94th Congress, which convened January 14, 1975. The first section of the report discusses appropriations bills, without which funds would not be available to carry on federal programs such as the Library Services and Construction Act. The appropriations bills now being considered in Congress are those providing funds for fiscal year 1976. Some programs such as the Elementary and Secondary Education Act's new Title IV-B Libraries and Learning Resources, receive their funding a year in advance, so that their fiscal year 1977 appropriations are included in the education appropriations bill now before Congress. The second section of the report deals with legislative bills and related matters which Congress must pass to establish new programs or to extend existing ones. Attached to the end of the report are: 1) a table of funds giving details on the appropriation of funds for federal library and related programs and 2) a status-of-legislation chart summing up the status of a few bills with library-related implications. (Author)

ED 110 072 IR 002 373

Williams, Mary Carter Milner, Stuart D.

The Attitudes of Medical School Administrators Toward Cost Factors Relating to Computer-Assisted Instruction.

Pub Date Jan 75

Note—23p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Meeting (Charleston, South Carolina, January 28-30, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Attitudes, College Deans, *Computer Assisted Instruction, *Cost Effectiveness, Costs, *Medical Schools, *National Surveys

The attitudes of medical school administrators toward six cost factors relevant to the production of sophisticated clinical programs in schools which offer, expect to offer, or do not expect to offer CAI (Computer Assisted Instruction) were identified and compared. The six cost factors were: (1) authorship, (2) incentives, (3) distribution, (4) replacement, (5) evaluation, and (6) training. The major hypothesis was that the attitudes of administrators in medical schools which offered, expected to offer, or did not expect to offer CAI toward the six cost factors would not differ significantly. The population of the study was composed of deans and dean appointees of 115 colleges of medicine in the United States. Survey research techniques were used to determine the attitudes of administrators towards the six cost factors. It was found that all of the groups of administrators had similar attitudes towards and were generally receptive to the relevance of the six factors. Additionally, they expressed uncertainty about the role of cost-effectiveness in the production of clinical programs. (SBM)

ED 110 073 IR 002 375

Zeli, Doris Conti

An Analogous Study of Children's Attitudes Toward School in an Open Classroom Environment as Opposed to a Conventional Setting.

California State Coll., Pa. School of Education.
Pub Date 75

Note—66p.; Master's Project, California State College, Pennsylvania

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Classroom Arrangement, *Comparative Analysis, *Conventional Instruction, Elementary School Students, Intermediate Grades, *Open Education, Open Plan Schools, Questionnaires, *Student Attitudes, Student Motivation, *Teacher Influence

Identifiers—Pennsylvania

A study sought to determine whether intermediate age children exposed to open classroom teaching strategy have a more positive attitude toward school than intermediate age children exposed to conventional teaching strategy. The hypothesis was that there would be no significant difference in attitude between the two groups. The study was limited to two elementary schools in the Belle Vernon Area School District of Westmoreland County, Pennsylvania. To obtain the necessary information concerning students' attitudes a closed, "yes" or "no" questionnaire of twenty items was constructed. The results of the study indicated that on the whole the attitudes of the two groups were not significantly different. It was concluded that carpeting, carrels, and open spaces do not guarantee a good educational system, nor do workbooks, desks in rows, and quiet. The key to success in any program is the teacher and her relationship to the students. Based on the findings of this study, the author recommended that in open settings: (1) to fully implement the open concept, the teacher-pupil ratios should not exceed 1 to 20; and (2) there should be continuous training of teachers and others. (Author/SBM)

ED 110 074

IR 002 376

Kraemer, Alfred J. And Others

Vicarious Attitude Change and the Design of "Message" Films: Application to Race Relations. Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HUMRRO-TR-75-8

Pub Date Jun 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Changing Attitudes, Educational Research, *Ethnic Groups, *Films, Film Study, Instructional Films, Media Research, Military Training, Minority Groups, Negroes, Psychological Studies, *Race Relations, Racial Attitudes, Testing

Identifiers—"Message Films"

Results are reported of a research effort to determine the effects on viewers of "vicarious attitude change" in "message" films used as part of a military race relations training program. One of four groups of white soldiers watched a video recording of a white soldier viewing the film "Black and White: Uplight," showing the positive effects of the film on the viewer's racial attitudes. Group II saw a version in which the viewer's attitudes were not affected; Group III saw the film only, and Group IV was not shown anything. Attitude questionnaire data obtained afterwards showed no significant difference between Groups I and III, but both showed significantly less prejudice than Groups II and IV. (SK)

ED 110 075

IR 002 378

Enstam, Elizabeth York

Instructional Video Tapes for the Humanities.

Dallas Baptist Coll., Tex.

Spons Agency—Association for Graduate Education and Research of North Texas.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Instruction, Costs, Discussion (Teaching Technique), Feedback, *Film Production, Group Instruction, Higher Education, History Instruction, *Humanities Instruction, Independent Study, Instructional Films, Instructional Media, Retarded Readers, Student Ability, *Teacher Developed Materials, *Video Tape Recordings, Western Civilization

Identifiers—Dallas Baptist College

Dallas Baptist College (DBC) produced four videotapes for use in its freshman humanities course: The Heritage of Western Man. The

videotapes were modeled on television documentaries, and included study guides with a student response and feedback mechanism. Under this system, class time can be devoted to discussion and analysis. Media cannot totally replace reading in the humanities classroom, nor can it develop critical thinking. But the videotapes are effective in conveying factual information and have allowed poor readers to enroll in the humanities course simultaneously with their special reading courses. While many good commercial materials are available, only locally produced media can really be integrated into a specific teaching situation. Because of the cost and production time involved, it is advisable to produce videotapes which are interdisciplinary in subject and useful in several courses. Cooperation between faculty and the video production staff is essential to insure high quality content and an effective presentation. At DBC, the use of electronic media has not precluded interest in or use of books by students. It has been found, rather, that the two forms can be combined in a number of interesting ways to achieve the goals of the humanities. (SL)

ED 110 076

IR 002 380

Fruchter, Dorothy A. Higginson, George M.

An Evaluation Report of Project INTERACT: A Teacher Inservice Training Course on Career Education Using Two-Way TV in Texas to Several Groups Simultaneously.

Educational Development Corp., Austin, Tex. NEEDS Div.

Pub Date 30 Jun 75

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Advisory Committees, *Career Education, *Educational Television, Equipment Evaluation, Evaluation Methods, Experimental Programs, *Inservice Teacher Education, Intercommunication, *Program Evaluation, Questionnaires, Statistical Data, Teacher Workshops, *Telecommunication

Identifiers—Project Interact, *Texas Telecomputer Grid, Two Way Television

A third party evaluation was conducted of an experiment in service training program (Project Interact) in career education using duplex (two-way) television to reach several groups in different cities simultaneously. Two main aspects of the project were under study: the particular curriculum content on career education and the use of the Texas Telecomputer Grid. The Texas Telecomputer Grid, a telecommunication network, is operated by Central Texas College in Killeen, Texas. Satellite facilities are located in Dallas, Fort Worth, and San Antonio, Texas. The project evaluation relied on two main inputs: questionnaires completed periodically by the participating teachers and review of the programs by an advisory committee of media and career education experts. Results indicated that staff dedication was high, but that the program was impaired by mechanical failures of the Grid. It was concluded that the Grid is a useful teacher training device for certain purposes and under certain conditions. An appendix includes examples of all the instruments employed in the evaluation. (Author/SL)

ED 110 077

IR 002 381

Holt, Raymond M.

Defining and Identifying the Specific Community to be Served.

Pub Date Jul 75

Note—5p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Business, *Community Study, *Community Surveys, Consultants, Data Collection, *Information Needs, *Librarians, Library Services, Public Libraries

Identifiers—ALA 75, *Needs Assessment

Once a librarian has made the decision to conduct a study of the economic community, several interrelated questions must be addressed: What is meant by the term "economic community" and what is known about it? What will be the objectives of the survey? Which businesses, industries, and services should be included? Who will conduct the survey? How will the survey results be implemented? A survey of the economic commu-

nity is, in effect, a market analysis. To insure success of the survey, goals must be established early, to set the appropriate lines of inquiry. A brief economic profile of the community, gathered from easily available sources, can be helpful in determining which of the various types of enterprises offer the best field for investigation, if time and money constraints preclude a total survey. If the library staff does not have sufficient expertise to plan and conduct such a survey, consultants are available from marketing research firms, local academic institutions and library associations. Survey results will not be useful unless they generate recommendations, preferably in the form of a program proposal, which can be subjected to review and eventual implementation of improved library services. (Author/SL)

ED 110 078

IR 002 383

Index to 16mm Educational Films, Volume 1, Subject Guide and Directory of Producers-Distributors. Fifth Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—624p.; For related documents see IR 003 384 and 385

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (3 vol. set; Bookcopy-\$99.50, MF-\$79.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, *Directories, Educational Resources, *Films, Indexes (Locators), *Instructional Films, *Sound Films

Identifiers—National Information Center for Educational Media, NICEM

Containing over 90,000 entries, this index to 16mm educational films was compiled by the National Information Center for Educational Media (NICEM) from a computerized data base. This first volume of the three-volume set provides a subject index with subject headings used in many media producers' and educational institutions' catalogs. The titles listed in the subject guide are individual film and series titles and may appear under several categories. A subject heading outline and an index to subject headings are also included. In addition, the codes used in the alphabetical listing of titles to identify producers or distributors are expanded in a directory of producers and distributors. (PF)

ED 110 079

IR 002 384

Index to 16mm Educational Films, Volume 2, Alphabetical Guide (A-L). Fifth Edition.

University of Southern California, Los Angeles.

National Information Center for Educational Media.

Pub Date 75

Note—927p.; For related documents see IR 002 383 and 385

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (3 vol. set; Bookcopy-\$99.50, MF-\$79.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, *Directories, Educational Resources, *Films, Indexes (Locators), Instructional Films, *Sound Films

Identifiers—National Information Center for Educational Media, NICEM

Containing over 90,000 entries, this index to 16mm educational films was compiled at the National Information Center for Educational Media from a computerized data base. Information about each entry, alphabetically listed by title, includes size and physical description, length, series title reference when applicable, description of the contents, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. This volume is the second of a three-volume set, and it lists titles alphabetically from A to L. (PF)

ED 110 080

IR 002 385

Index to 16mm Educational Films, Volume 3, Alphabetical Guide (M-Z). Fifth Edition.

University of Southern California, Los Angeles.

National Information Center for Educational Media.

Pub Date 75

Note—853p.; For related documents see IR 002 383 and 384

114 Document Resumes

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (3 vol. set; Bookcopy-\$99.50; MF-\$79.50)

Document Not Available from EDRS

Descriptors—*Directories, Educational Resources, *Films, Indexes (Locaters), *Instructional Films, *Sound Films, Subject Index Terms

Identifiers—National Information Center for Educational Media, NICEM

The third volume in a three-volume set on 16mm educational films, this volume provides information about each entry including size and physical description, length, series title reference when applicable, description of the contents, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. Entries in this volume are alphabetical by title from M to Z. (PF)

ED 110 081

IR 002 386

Index to Psychology (Multimedia), Second Edition. University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—721p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$26.50; MF-\$18.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Behavioral Sciences, Catalogs, Child Psychology, Counseling, Developmental Psychology, Directories, Educational Psychology, Educational Resources, Experimental Psychology, *Films, Indexes (Locaters), *Instructional Films, Instructional Media, *Multimedia Instruction, Phonotape Recordings, Psychological Services, Psychological Studies, Psychology, Tape Recordings, Video Tape Recordings

Identifiers—National Information Center for Educational Media, NICEM

Films, videotapes, transparencies, recordings, and multimedia presentations for teaching psychology are listed in this over-700-page catalog. Catalog entries are classified by subject and alphabetically by title. Subject classifications include animal, clinical, experimental, and physiological psychology, and research methodology. (MG)

ED 110 082

IR 002 387

Index to Vocational and Technical Education (Multimedia), Second Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—646p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$26.50; MF-\$18.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Catalogs, Directories, Educational Resources, Engineering Education, Films, Indexes (Locaters), Instructional Films, Instructional Media, Multimedia Instruction, Phonotape Recordings, Photography, Tape Recordings, *Technical Education, Transparencies, Video Tape Recordings, *Vocational Education

Identifiers—National Information Center for Educational Media, NICEM

Films, videotapes, transparencies, recordings, and multimedia presentations about vocational and technical subjects, including engineering education and photography, are included in this 646 page catalog. Titles are listed alphabetically, and each entry provides a short summary of the materials, describes which medium is used, the running time, audience level, production date, and the name of the producer and distributor. Titles are also classified by subject and by producer and distributor. The catalog includes materials for all audiences, from preschool children to adults. (MG)

ED 110 083

IR 002 388

Index to Educational Overhead Transparencies. Volume 1, Subject Heading Outline, Index to Subject Headings, Subject Guide, Alphabetical Guide (A-F), Fourth Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—654p.; For a related document see IR 002 389

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (2 vol. set; Bookcopy-\$68.50; MF-\$49.50)

Document Not Available from EDRS

Descriptors—*Directories, Educational Resources, Indexes (Locaters), *Slides, *Transparencies, *Visual Aids

Identifiers—National Information Center for Educational Media, NICEM

Numerous studies indicate that the overhead transparency is an effective means of communicating in the instructional process and is favored by both the instructor and the student because of its flexibility and interest value. This index to overhead transparencies lists over 50,000 main titles and provides information on each about its size and physical description, contents, series title when applicable, audience level, producer and distributor code, and year of release. A first section lists titles by subject, the second alphabetically. There are a subject heading outline and an index to subject headings. (PF)

ED 110 084

IR 002 389

Index to Educational Overhead Transparencies. Volume 2, Alphabetical Guide (G-Z), Producer/Distributor Code Section. Fourth Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—575p.; For a related document see IR 002 388

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (2 vol. set; Bookcopy-\$68.50; MF-\$49.50)

Document Not Available from EDRS

Descriptors—*Directories, Educational Resources, Indexes (Locaters), *Slides, *Transparencies, *Visual Aids

Identifiers—National Information Center for Educational Media, NICEM

The second in a two-volume set on educational overhead transparencies, this volume contains the second half of the alphabetical listing of transparencies by title. It also contains directories of producers and distributors—one alphabetical by code and one alphabetical by name. (PF)

ED 110 085

IR 002 390

Index to Educational Videotapes, Third Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—380p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$42.50; MF-\$18.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, *Directories, Educational Resources, *Educational Television, *Indexes (Locaters), Television, Video Tape Recordings

Identifiers—National Information Center for Educational Media, NICEM

Compiled from a computerized data base of over 12,000 entries at the National Information Center for Educational Media (NICEM), this index is a bibliographical guide to commercially produced educational videotapes. A first section, a subject guide to videotapes, presents entries by subject categories used in media producers' and educational institutions' catalogs. The alphabetical guide to videotapes contains the individual and series titles and includes data on size and physical description, description of the contents, series title when applicable, audience level, producer and distributor code, year of release, Library of Congress catalog card number, and broadcast quality. The directory of producers and distributors interprets the codes. (SH)

ED 110 086

IR 002 391

Index to Health and Safety Education (Multimedia), Second Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—1,082p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$26.50; MF-\$18.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Biological Sciences, Directories, Driver Education, Educational Resources, *Health Education, Home Economics Education, Indexes (Locaters), Instructional Films, Instructional Media, Medicine, *Multimedia Instruction, Phonotape Recordings, Physical Education, *Safety Education, School Safety, Video Tape Recordings

Identifiers—National Information Center for Educational Media, NICEM

More than 18,000 films, videotapes, recordings, and multimedia presentations for teaching health and safety education, driver training, medicine and dentistry, home economics, nursing, and physical education are listed in this catalog. Catalog entries are classified alphabetically by title. Each entry provides a summary of the material, describes the format used, running time, audience level, and the name of the producer and distributor. Titles are also listed by subject and by producer and distributor. (MG)

ED 110 087

IR 002 392

Index to 8mm Motion Cartridges, Fourth Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—655p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$42.50; MF-\$28.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Directories, *Films, *Indexes (Locaters), *Instructional Films, *Magnetic Tape Cassettes

Identifiers—National Information Center for Educational Media, NICEM

Research at the National Information Center for Educational Media (NICEM) has shown that the 8mm motion cartridge with optical and magnetic sound seems to meet the basic tenets of a prime educational criterion for an educational medium—that it be available to the learner at his convenience. This is a bibliographical source for 8mm motion cartridges, and the curriculum coverage in this index ranges from the vocational to the natural and physical sciences. Information about each of the over 22,000 entries includes title, size and physical description, length, description of the contents, series title reference when applicable, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. Entries are organized into a subject guide and an alphabetical guide by title. A directory of producers and distributors is also included. (SH)

ED 110 088

IR 002 393

Index to Educational Audio Tapes, Third Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 75

Note—720p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$42.00; MF-\$28.50)

Document Not Available from EDRS

Descriptors—Catalogs, Classroom Materials, Curriculum Enrichment, Directories, Educational Resources, *Indexes (Locaters), *Instructional Media, Marketing, Media Selection, *Phonotape Recordings, *Resource Guides, Tape Recordings

Identifiers—National Information Center for Educational Media, NICEM

An index provides media staff, library personnel, and educators with a bibliographic guide to commercially produced educational audio tapes. This annotated computer-produced index cites over 24,000 titles, filed under approximately 200 curriculum-oriented subject and category headings. The index is divided into three principal sections: (1) subject guide, (2) alphabetical guide, and (3) directory of producers and distributors. (MC)

ED 110 089 IR 002 394
Index to Educational Records. Third Edition.

University of Southern California, Los Angeles.
National Information Center for Educational Media.

Pub Date 75

Note—762p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$42.50; MF-\$28.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Catalogs, Educational Resources, *Indexes (Locaters), *Instructional Media, Media Selection, *Phonograph Records, *Resource Guides, Resource Materials

Identifiers—National Information Center for Educational Media, NICEM

An index provides media staff, library personnel, and educators with a bibliographic guide to commercially produced educational records. The computer-produced index cites over 22,000 record titles each, with a descriptive statement, filed under a curriculum-oriented subject headings. The index is divided into three principal sections: (1) subject guide, (2) alphabetical guide, and (3) directory of producers and distributors. (MC)

ED 110 090 IR 002 395
Index to Educational Slides. Second Edition.

University of Southern California, Los Angeles.
National Information Center for Educational Media.

Pub Date 75

Note—653p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$38.50; MF-\$26.50)

Document Not Available from EDRS

Descriptors—Directories, Educational Resources, *Indexes (Locaters), Instructional Aids, *Slides, Transparencies, *Visual Aids

Identifiers—National Information Center for Educational Media, NICEM

Intended to provide media staff, library personnel, and educators with a bibliographical guide to commercially-produced educational slides, this computer computer-generated listing contains over 20,000 entries. The volume is divided into three principal sections: (1) a subject guide to educational slides including a subject heading outline and an index to the subject headings, (2) an alphabetical listing of the slides, and (3) a directory of producers and distributors including separate alphabetical listings by code and name. Slides are listed in the alphabetical section individually and under series titles. Each entry includes title and subtitle, size and physical description, number of slides in set, stock or color code, brief description of the contents, audience or grade level, producer and distributor codes, and year of release. (PF)

ED 110 091 IR 002 396
Index to 35mm Educational Filmstrips. Volume 1, Subject Section Outline, Index to Subject Headings, Subject Guide, Alphabetical Guide (A-G). Fifth Edition.

University of Southern California, Los Angeles.
National Information Center for Educational Media.

Pub Date 75

Note—869p.; For a related document see IR 002 397

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (2 vol. set; Bookcopy-\$78.50, MF-\$59.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, *Directories, Educational Resources, *Filmstrips, *Indexes (Locaters), *Instructional Films

Identifiers—National Information Center for Educational Media, NICEM

Retrieved from the computerized data base at the National Information Center for Educational Media (NICEM), this index to 35mm educational filmstrips is intended to provide a bibliographical guide to commercially available educational filmstrips. In this first volume of the index, filmstrips are listed in alphabetical order from A to G by title as it appears on the filmstrip. For each entry, information is included about its size and physical description, a brief content description, series title reference when applicable, audience level, producer and distributor, year of release, and Library of Congress catalog card number. Also included are a subject guide, listing filmstrips by subject categories, a subject headings outline, and an index to the subject headings. (PF)

ED 110 092 IR 002 397
Index to 35mm Educational Filmstrips. Volume 2, Alphabetical Guide (H-Z), Producer/Distributor Code Section. Fifth Edition.

University of Southern California, Los Angeles.
National Information Center for Educational Media.

Pub Date 75

Note—887p.; For a related document see IR 002 396

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (2 vol. set; Bookcopy-\$78.50, MF-\$59.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, *Directories, Educational Resources, *Filmstrips, *Indexes (Locaters), *Instructional Films

Identifiers—National Information Center for Educational Media, NICEM

In this second volume of the index, filmstrips are listed alphabetically from H to Z. For each entry, information is included about its size and physical description, a brief content description, series title reference when applicable, audience level, producer and distributor, year of release, and Library of Congress catalog card number. The names of producers and distributors referenced in the alphabetical listing are expanded in two sections, one listing them by code and the other by name. (PF)

ED 110 093 IR 002 398
Index to Producers and Distributors (Non-Book Media). Third Edition.

University of Southern California, Los Angeles.
National Information Center for Educational Media.

Pub Date 75

Note—198p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (Bookcopy-\$19.50; MF-\$12.50)

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, *Directories, Film Production, Indexes (Locaters), *Instructional Media, Marketing, *Publishing Industry

Identifiers—National Information Center for Educational Media, NICEM

Intended to provide the user with alphabetical access to over 9,000 nonbook educational media producer-distributor names and addresses, this volume was compiled from the computerized data base of the National Information Center for Educational Media (NICEM). First, an alphabetical guide to producers and distributors by name is presented containing the complete name, codes indicating whether they are producer or distributor, codes for media produced or distributed, and address. A second section contains complete listings of codes followed by the name of the company or institution. (SH)

ED 110 094 IR 002 408

Misk, L. D.

From Poetry to Politics: Vassar Freshmen Concord Watergate.

Vassar Coll., Poughkeepsie, N.Y.

Pub Date Jun 75

Note—14p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16 - 18, 1975); Related document IR 002 399

Available from—Entire Proceedings; Ted Sjoerdama, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Science Education, Concordances, Course Descriptions, Higher Education, *Literary Analysis, Thought Processes

Identifiers—Milton (John), Paradise Lost, Vassar, Watergate

Vassar offers two types of computer courses: (1) the introductory courses in Computer Science Studies convey the intrinsic features of computer systems and stress their capacities to support established numeric and symbolic modes of inquiry and (2) the Freshmen Seminars which reveal the facility of computers for aiding man's critical process by displaying information so that patterns can emerge more readily from textual as well as numeric materials. The critical thinking process is said to involve: (1) the decoding of source material through observation and interpretation and (2) the encoding of original insights as a result of the interpretation. This act of translation—critical thinking—is essentially the processing of input information and the creation of output. Though much of the analysis is subjective, an honest attempt must be made to locate reliable patterns in what is observed and to restrict the tendency to guess or bias a study. This is where the computer is most useful. The subjects of the Freshmen Seminar for 1974-75 were an analysis of: (1) the literary language of John Milton's "Paradise Lost" and (2) the live communications of the Watergate Testimony. (SBM)

ED 110 095 88 IR 002 413

Brown, James W. And Others

ERIC: What It Can Do for You/How to Use It.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—NIE-C-74-0027

Note—27p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$3.75, Check made payable to "Box E")

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, Education, *Educational Resources, *Indexes (Locaters), *Information Centers, *Information Retrieval, Information Systems, Instructional Materials Centers, School Libraries, Thesauri

Identifiers—*Educational Resources Information Center, ERIC

Geared mainly for educational library/media specialists, this publication explains the utility of the Educational Resources Information Center (ERIC) to educational institutions and practitioners. Included are a directory of ERIC clearinghouses and other units; an introduction to the ERIC indexes, "Resources in Education" and "Current Index to Journals in Education"; and instructions for doing a manual search of ERIC. Methods of obtaining ERIC materials, the computer search process, and the standards for submitting documents for inclusion in ERIC are also outlined. Selected lists of related print and audiovisual materials and of associations and agencies involved with educational information handling are attached. (PF)

ED 110 096 88 IR 002 414

Yarborough, Judith

How to Prepare for a Computer Search of ERIC: A Non-Technical Approach.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—NIE-C-74-0027

Note—44p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$1.00, Check made payable to "Box E")

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computers, Data Bases, Educational Research, *Guides, Indexing, *Information Retrieval, Information Systems, *Search Strategies

Identifiers—Boolean Search Strategy, *Educational Resources Information Center, ERIC, Search Negotiation

The process of initiating and negotiating a literature search in the Educational Resources Information Center (ERIC) data base is discussed in laymen's terms. The guide offers suggestions on choosing a data base, deciding whether to use computerized or manual retrieval, defining the search problem, and understanding the Boolean search strategy used in computer searches; it also presents a synthesis of the ERIC indexing guidelines that affect computer searches. Appendices include a list of data bases of interest to educators, a list of educational level descriptors used in ERIC, a glossary, and a bibliography. (JY)

ED 110 097 IR 002 447

Cater, Douglass, Ed. Adler, Richard, Ed.
Television as a Social Force: New Approaches to TV Criticism.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 75

Note—171p.

Available from—Aspen Institute, Program on Communications and Society, 360 Bryant Street, Palo Alto, California 94301 (\$3.95, paper); Praeger Publishers, Inc., P. O. Box 1323, Springfield, Massachusetts 01101 (\$15.00, cloth)

Document Not Available from EDRS

Descriptors—Humanism, Mass Media, *Media Specialists, Media Technology, Social Change, Social Environment, *Social Influences, Technological Advancement, Telecommunication, *Television, *Television Research, Urban Studies

Identifiers—*Aspen Institute

Eight essays prepared for the Aspen Conference of August 1974 are collected, with comments from the discussions of the leading humanists who attended the conference and reviewed the preliminary drafts. Included are essays on the medium as a social and cultural force, criticism from the viewer's position, a comparison of newspaper and television news, American political legitimacy in an era of electronic journalism, and the electronic community viewed as an environment. A list of participants in the conference is appended. (SK)

ED 110 098 95 IR 002 532

National Conference of State Dissemination Representatives Proceedings (Washington, D. C., January 8-10, 1975).

Spons Agency—Council of Chief State School Officers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 10 Jan 75

Note—127p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Conference Reports, Cooperative Planning, Educational Research, Federal Programs, *Information Dissemination, Information Networks, Information Services, Information Utilization, Interagency Cooperation, *National Programs, Program Development, Research Utilization, State Agencies, *State Departments of Education

Identifiers—State Education Agencies

Representatives of state education agencies (SEA), the National Institute of Education (NIE), and the U.S. Office of Education met to discuss the purposes and components of effective dissemination systems, state agency capabilities, the relationship between SEAs and NIE, and future cooperation and communication among SEAs on dissemination. Papers were delivered on the activities of NIE's Office of Dissemination and Resources, ongoing SEA dissemination programs, NIE/SEA dissemination projects, and dissemination from a Congressional and legislative point of view. NIE presented its plans for a \$1.2 million grant program to give state and local educators better access to the latest results of education research. In addition, the SEAs held information sessions on dissemination operations and management as well as discussion on NIE program plans and the future of the dissemination representative network. Feedback from discussion groups and results of a survey to evaluate the conference are attached. Appendices contain rosters of participants, NIE staff and participants, and state dissemination representatives. (LS)

JC

ED 110 099

JC 750 393

Aughinbaugh, Lorine A. And Others

Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101.

Northern California Community Colleges Research Group.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Jun 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Cost Effectiveness, Data Collection, Educationally Disadvantaged, *Educational Opportunities, Expenditure Per Student, *Junior Colleges, *Program Costs, *Program Effectiveness, Resource Allocations, State Programs, Statewide Planning

Identifiers—California, EOPS, *Extended Opportunity Programs and Services

Four products were developed during the second year of the Extended Opportunity Programs and Services (EOPS) cost effectiveness study for California community colleges. This project report presents: (1) a revised cost analysis form for state-level reporting of institutional program effectiveness data and per-student costs by EOPS program category (recruitment, counseling, financial aid, etc.); (2) a formula for determining cost effectiveness of individual college EOPS programs in which effectiveness ratios for first-time and continuing EOPS students are calculated from student retention, ability, unit completion, and goal (degree) completion data; (3) a proposed State Allocation Formula for EOPS funds, which combines the resulting cost effectiveness ratios of individual college EOPS programs with a need factor, determined by the discrepancy between the potential pool of EOPS students in the college's service area and actual number of EOPS students served, the college's requested EOPS service level, and area cost of living; and (4) an additional revised institutional data reporting form. Recommendations are made for the implementation of the cost effectiveness formula and its incorporation into EOPS master planning and program development. Appended to the project report are EOPS program and per-student costs by category for the 11 colleges involved in the study and a hypothetical calculation for EOPS program allocations. (BB)

ED 110 100

JC 750 397

Guichard, Gus McPherran, Archie L.

Affirmative Action.

California Community Colleges, Sacramento.

Pub Date Jun 75

Note—20p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Affirmative Action, Educational Discrimination, Ethnic Distribution, *Junior Colleges, *Junior College Students, Racial Discrimination, Sex Discrimination, *State Legislation, *Statewide Planning, Student Distribution

Identifiers—*California

A recent Assembly Concurrent Resolution (ACR 151) called for the Board of Governors of the California Community Colleges to prepare a plan to provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the makeup of student bodies as compared to the general composition of recent high school graduates. This document is a status report on affirmative action plans and policies in California community colleges. Of 59 responding districts, 34 submitted affirmative action plans, and 35 submitted affirmative action policies; 14 reported plans underway with completion pending. All 59 districts stated that they would meet the requirements of ACR 151 by 1980. Analyses of these plans and policies indicate that many need improvement; however, the number of districts with plans is encouraging. The report reviews the impact of ACR 151 and notes that its emphasis on recent high school graduates is inappropriate; that it provides no direction as to the procedures to be used in determining economic

underrepresentation; and that a single plan cannot be made for 70 local districts, many of which already have their own plans. Various Board resolutions, affirmative action program outlines, the text of ACR 151, and a table indicating the status of affirmative action plans and policies in each responding district are appended. (Author/DC)

ED 110 101

JC 750 407

Peak, Duane

Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.

Washington State Legislature, Olympia. Legislative Budget Committee.

Pub Date 22 Jun 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Age Groups, Budgets, Educational Finance, Enrollment Influences, *Enrollment Projections, *Junior Colleges, Methods, *State Aid, *Student Enrollment

Identifiers—*Washington

This performance audit was conducted by the Legislative Budget Committee for the purpose of providing the Washington State Legislature with an evaluation of the enrollment projection methods utilized in the development of the Washington State Community College system operating budget request to the Legislature. The Committee studied the planning, operational, and methodological review functions of the Office of Program Planning and Fiscal Management (part of the State Census Board), which has been directly responsible for the preparation of enrollment projections for the community college system since 1970. As a result of this evaluation, it was concluded that the present methods are inadequate in that they do not account for community needs, student characteristics, local economic characteristics, sociological groupings, or other factors which influence enrollments. Present enrollment projection methods are based on census data for the age group of 18 to 24 years; since this age group is not representative of the community college student body, the statistic is irrelevant. As a result, actual enrollments have surpassed projected enrollments by 0.5 percent to 10.3 percent for the past four years. Current enrollment projection methods are reviewed in detail. No recommendations for improvements are made. (Author/DC)

ED 110 102

JC 750 408

Shearon, Ronald W. And Others

Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Jul 75

Note—59p.; Paper presented at the annual meeting of the Southeast Region AERA Special Interest Group in Community College Research (Boone, North Carolina, July 22, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—College Choice, Day Students, *Educational Attitudes, Evening Students, *Junior Colleges, *Junior College Students, Socioeconomic Status, State Surveys, *Student Characteristics, Student Employment, *Technical Institutes, Terminal Students, Transfer Students

Identifiers—Extension Students, *North Carolina

The objectives of this research project were to: (1) replicate and update data gathered in 1969 about North Carolina Community College System (NCCCS) credit students; (2) provide a similar profile of non-credit students; (3) provide a profile of all North Carolina adults (over 18) in 1970 to serve as a comparison basis; (4) examine student value orientations toward education and reasons for attending institutions in the NCCCS; and (5) analyze the relationships found between selected demographic, demographic, and socioeconomic variables. In order to achieve these objectives, a 45-item questionnaire was administered to 13,723 students enrolled in 16 NCCCS community colleges/technical institutes

during the spring quarter of 1974; 10,074 (73 percent) were returned in usable form. Data presented includes demographic, socioeconomic, academic, and attendance characteristics for the entire sample, compared characteristics of curriculum vs. extension (non-credit) students, characteristics of students by major educational program area, characteristics of the adult population of the state, changes in credit student characteristics since 1968, student employment information, future plans of students by program area, and the institutional characteristics which influence student selection of a college. Sampling and data analysis techniques are detailed. (Author/DC)

ED 110 103 JC 750 409

Jenkins, John A. Rossmeier, Joseph G.
Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Pub Date Apr 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Administrative Organization, Administrator Attitudes, Centralization, Decentralization, Decision Making, *Junior Colleges, *Multicampus Districts, *Organizational Effectiveness, *Power Structure, Teacher Attitudes, Urban Schools

In January 1972, 3,320 faculty members and administrators at 12 urban multicampus community college districts were asked to indicate their perceptions of the distribution of decision-making authority and influence among six organizational levels (the board of trustees, the district administration, the unit administration, deans, department chairmen, and faculty members) with regard to five broad organizational functions (professional personnel management, student personnel management, budgetary management, program development, and community services management). Respondents were also asked to indicate their perceptions of organizational effectiveness. A response rate of 60 percent was obtained. Conclusions indicate that: (1) these 12 institutions are not highly centralized and they differ primarily in the patterns of centralization/decentralization within their units rather than between units and the district office; (2) neither a highly centralized nor a highly decentralized distribution of authority is a primary determinant of effectiveness; and (3) there is a great increase in effectiveness if participation in decision-making is simultaneously increased for staff members at all hierarchical levels. Appendices include characteristics of the 12 institutions studied and graphs illustrating the patterns of organization, authority, and effectiveness discovered. (DC)

ED 110 104 JC 750 410

White, Stephen R.
Student Grade History System.

Montgomery Coll., Rockville, Md. Data Systems Center.

Pub Date May 75

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Academic Records, Computers, Data Bases, Data Collection, *Electronic Data Processing, *Information Systems, *Junior Colleges, *Recordkeeping, *Student Records, Systems Development

Identifiers—*Montgomery College

This document describes the computerized procedures developed and utilized by Montgomery College (Maryland) to maintain records related to student academic progress. The new system was fully operable by fall 1972. Systems development included: (1) the conversion of past student records to a permanent grade history file; (2) the development of a new grade reporting system for active students; and (3) the establishment of an automated graduation checklist procedure (matching the student's completed and in-progress courses against curriculum requirements) in order to streamline advising and checkout functions. The objective of this system was to help the campus Records Office maintain accurate and complete student records on a campus enrolling over 10,000 students. The document describes the system design by providing

flow charts of system procedures and presenting the data elements for each of the three system components, and by including sample report cards and other output forms. It also presents complete operating instructions by providing sample input forms, file maintenance instructions, and the processing schedule, and by describing error messages, correction procedures, and systems controls. (DC)

ED 110 105 JC 750 411

Blai, Boris, Jr.

[Harcum Junior College: Institutional Research, 1974.]

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date 74

Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Alumni, College Curriculum, *Institutional Research, *Junior Colleges, *Junior College Students, Participant Satisfaction, *Private Colleges, Recruitment, Student Attitudes, Student Characteristics, Teacher Attitudes, *Womens Education

Identifiers—*Harcum Junior College

This document is a compilation of 27 institutional research reports issued by Harcum Junior College (Pennsylvania) during the calendar year 1974. The reports, designed to assess existing college goals and practices as well as to provide suggestions for new programs, reflect some of the current concerns of private, women's two-year colleges: recruitment, college curricula, alumnae achievements, student and faculty opinions of college policies, and students' characteristics. Also included is an index to Harcum's institutional research reports for 1973. (EHJ)

ED 110 106 JC 750 412

Blai, Boris, Jr.

Poor Academic Performance—Why?

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-75-13

Pub Date Jul 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Ability, Academic Achievement, *Junior Colleges, *Junior College Students, *Low Achievement Factors, *Low Achievers, Private Colleges, Student Characteristics, *Teacher Attitudes

Identifiers—Frostburg State College, *Harcum Junior College

In an effort to identify problem areas related to poor academic performance at Harcum Junior College (Pennsylvania), an anonymous mail questionnaire survey was conducted among all day division faculty in May 1975. The first part of the survey asked respondents to rank 21 listed characteristics of "poor" students. The findings for the Harcum faculty are compared with the findings of a previous administration of a similar questionnaire to faculty at Frostburg State College (Maryland). Both faculties considered the inability to synthesize and apply conceptual principles to be the most prevalent characteristic of the academically poor student. Furthermore, both faculties considered negative attitudes toward the teacher or course content to be the least prevalent characteristic. The second part of the survey asked respondents to select from a list of four characteristics the most common cause of poor academic performance: 30.5 percent selected poor study habits; 29.2 percent selected lack of knowledge and skills; 22.2 percent selected lack of motivation; and 18.1 percent selected poor classroom participation—these opinions varied significantly from those of the Frostburg faculty. The implications of these findings are noted, and a bibliography is included. The remarks of Harcum respondents to the open-ended questionnaire items are appended. (Author/DC)

ED 110 107 JC 750 413

Gell, Robert L. And Others

Tentative Ten-Year Enrollment Projections: Fiscal Years 1977-1986.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Jun 75

Note—89p.; Supplement to the FY 1977 Capital and Operating Budgets of Montgomery Community College

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Enrollment Projections, Enrollment Rate, *Junior Colleges, *Mathematical Models, Planning, Population Trends, Statistical Analysis, Student Enrollment

The number of students expected to enroll in Montgomery College yearly through 1985 is projected on the basis of a model incorporating past trends, population projections, economic indicators, and other factors on which viable assumptions about the future can be based, into a system of linear equations expressed in matrix notation. The model utilizes existing population projections for population sub-groups which constitute district segments of the total student body (high school graduation projections, county population projections, etc.). These projections are modified by factors representing past experience or enrollment rates for each segment and the effects of reasonable anticipated changes not reflected in past history, such as the expected effects of policy decisions, on each segment. Projections of expected enrollment are obtained for the following segments, which are discussed separately: (1) recent county high school graduates, including early and delayed enrollees, (2) out-of-county Maryland students, (3) out-of-state or non-resident students, (4) matriculated returning students, and (5) county residents expected to enroll as non-matriculated students. The model is easily expandable to accommodate new information and consideration of new sources of students as they are identified. Extensive tables and graphs are included. (RL)

ED 110 108 95 JC 750 414

Volunteer Program Management: A Suggested

Community College Curriculum.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—70p.; Published in cooperation with the California Hospital Association

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Administrator Education, *Curriculum Guides, Curriculum Planning, *Junior Colleges, Leadership Training, Management Education, Managerial Occupations, *Voluntary Agencies, *Volunteers

This curriculum guide was prepared to assist community college administrators in the development of an education and training program for persons who desire to become directors of volunteer programs and for those currently so employed who desire upgrading or retraining to meet new trends. Following a brief discussion of the need for trained volunteer services administrators, the document considers the following issues: the kinds of students such a curriculum will attract; the kinds of knowledge, attitudes, skills, and abilities needed for social/human services work; why people volunteer; the tasks of the director of volunteer services; faculty responsibilities; student recruitment; the administrative organization of the program; resources available for program planning; articulation; and the basic concepts of the program. The remainder of the document consists of a general introduction to the issues and decisions involved in planning the curriculum and a curriculum outline. The curriculum outline contains course descriptions and performance objectives for each of 12 modules. An extensive bibliography is appended. (DC)

ED 110 109 JC 750 415

Faculty Load: A Report to the Dean of Instruction.

College of the Mainland, Texas City, Tex.

Pub Date May 75

Note—94p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*College Faculty, *Junior Colleges, *Noninstructional Responsibility, Teacher Responsibility, *Teaching Load

Identifiers—*College of the Mainland

In order to clarify policy on teacher load at College of the Mainland (COM), a special committee asked 46 Texas two-year colleges to submit their policies on faculty load (29 did so), selected three responding Texas two-year colleges for further interviews, conducted a literature review, profiled current loads at COM, and sent a questionnaire to all COM faculty members (84 percent responded). This document contains the

findings, conclusions, and recommendations of the special committee. Findings indicated little uniformity of policy. It was concluded that the question of teacher load is a local issue dealt with according to local conditions and typically under the administration and approval of the responsible dean. Results of the faculty questionnaire indicated that COM faculty members were involved in varying amounts of non-teaching activities and that they carried extremely varying teaching loads. The document includes copies of the policies submitted by the 29 Texas two-year colleges, transcripts of the interviews, tables of data illustrating Texas load policies, and the faculty questionnaire with tabulated responses. Also included are a position description for a full-time instructor at COM, the self-study report on faculty load, and committee recommendations for formulae to measure teacher load. (DC)

ED 110 110 JC 750 416

Tervilliger, Gloria H., Ed.
Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975).

Community Coll. Association for Instruction and Technology.

Pub Date 75

Note—105p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Autoinstructional Programs, *Conference Reports, Instructional Improvement, *Instructional Materials Centers, *Instructional Media, *Instructional Technology, *Junior Colleges, Learning Laboratories, Media Specialists, Teacher Participation, Tutorial Programs

The papers presented at this conference focus on instructional technology in community/junior colleges. The keynote speaker, F. Elkins, addresses the problem of involving faculty in a Learning Resources Program—teaching faculty to utilize available media materials and to develop their own materials, in order to provide students with alternate learning experiences. D. Perrin discusses several models of media center operation and calls on media personnel to become actively involved in curriculum and instruction. B. Folks discusses two new programs at Guilford Technical Institute, a campus-wide peer-tutorial program and self-instructional courses offered for credit through the Learning Resources Center. M. Vollum presents an annotated list of nonprint materials on instructional accountability, objectives, development, and other teaching related topics. J. Craig describes a model for the term approach to instructional development. G. Cook presents a staff development module on competency-based learning systems. H. Field describes Northern Virginia Community College's Extended Learning Institute, which is designed for students unable to take part in regular campus courses. Finally, V. Trowbridge discusses evaluation of instructional development. (MJK)

ED 110 111 JC 750 417

Cross, K. Patricia, Ed.
Years of Change for Community Colleges: 1970 to 1974.

Educational Testing Service, Princeton, N.J.

Pub Date 75

Note—5p.

Journal Cit.—Findings; v2 n2 p5-8 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cooperative Education, *Educationally Disadvantaged, Individualized Instruction, *Instructional Innovation, *Junior Colleges, Learning Laboratories, *Low Achievers, Peer Teaching, Programed Instruction, *Teaching Methods, Team Teaching

Identifiers—Mastery Learning, Personalized System of Instruction

This article compares the findings of two administrations of a questionnaire designed to determine how community colleges were responding in terms of attitudes and methods to the flood of poorly prepared students entering under open admissions policies. The questionnaire was sent to a 20 percent random sample of two-year colleges nationwide; returns of 78 and 84 percent were received in 1970 and 1974, respectively. Tables indicate: (1) the percent of community colleges reporting use of certain instructional methods; (2) the percent ranking specified items as first or second in importance among obstacles to learning for low achievers;

and (3) the percent of 1974 respondents stating recent experimental techniques had been used at their college. Results show a predominant trend toward individualized instruction and an increased willingness of teachers to share responsibility for the education of students with fellow teachers, other students, and employers. Dramatic increases were found in the use of pacing methods, programmed instruction, skills centers, team teaching, peer tutoring, and cooperative education programs. However, less than a quarter of the 1974 respondents indicated use of more integrated learning programs, such as the Personalized System of Instruction or mastery learning. Whereas in 1970 there was a tendency to blame the student and his parents for poor achievement, in 1974 most respondents cited poor elementary and secondary schooling as the major cause. (Author/DC)

ED 110 112 JC 750 418

Hooten, David E., Ed.
Proceedings of the Patterns Seminar (Rochester Institute of Technology, April 10-11, 1975).

Rochester Inst. of Tech., N.Y.

Pub Date May 75

Note—35p.

Available from—Center for Community/Junior College Relations, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623 (\$1.50)
Journal Cit.—Patterns; v2 n1 May 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Education, Adult Educators, Adult Students, Conference Reports, *Continuous Learning, Individual Development, *Industrial Training, *Junior Colleges, School Community Relationship, *School Industry Relationship, Student Needs

Identifiers—*Needs Assessment, Xerox Learning Systems

This document contains the proceedings of a seminar concerned with the systematic development of the concept of life-long learning. The three most critical issues were identified as the adult learner, organization, and finance. Five major addresses and the reports of the workshops on the three issues are presented. Keynote speaker E. E. Dubois presents the concept of "androgogy"—adult education methodology—as a basis for human resources development. This concept calls for a new breed of adult educator, the manager of instruction. S. M. Grabowski looks at community needs assessment for colleges and suggests a needs identification and implementation process based on a dynamic operational philosophy for the college. J. Freeman explains the methods of Xerox Learning Systems and outlines an approach to college-industry cooperation in industrial training. H. Lison reviews the relationship between education and industrial training and describes a "typical" industrial training program. P. A. Miller discusses community-serving colleges, the revolution in assumptions about higher education and the right to self-development and satisfying work, and making the college experience an integral part of "real life." (MJK)

ED 110 113 JC 750 419

Ostrowski, Michael V.

A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester.

Pub Date Jul 75

Note—29p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Effective Teaching, *Evaluation Criteria, Faculty Evaluation, *Grades (Scholastic), *Junior Colleges, Junior College Students, *Student Opinion, *Teacher Evaluation, Tenure

In order to determine whether student evaluation of faculty performance is related to the grade received by the student, a study was conducted in a large lecture class at William Rainey Harper College (Illinois). Of 300 students, 75 were systematically selected for the sample. The students were asked to list all courses for which they were enrolled at mid-term, their mid-term grade in each, and their rating of each instructor on a scale of 1-5. The investigator found that there was a significant correlation between letter

grade received and the faculty rating; ratings go up as grades go up. The implications of this finding in a college where student evaluation is a major part of the faculty retention/tenure/merit process are discussed, as is the potential correlation between alternative teaching methods, such as mastery learning, grades, and consequent student satisfaction. The investigator makes several suggestions for further study. (MJK)

ED 110 114 JC 750 420

Hall, Toni L.

[El Paso Community College Attrition Studies, Fall 1971-Fall 1974.]

El Paso Community Coll., Tex.

Pub Date 75

Note—47p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Dropouts, Dropout Attitudes, *Dropout Characteristics, *Followup Studies, *Junior Colleges, *Junior College Students, Minority Groups, School Holding Power

Identifiers—El Paso, Texas

Four annual attrition studies prepared at El Paso Community College are collected in this document. Each year, a similar followup survey was sent to students who had enrolled in the fall but failed to return for the spring semesters. In all four studies, the major reasons given for leaving college were financial difficulties, transfer to another college, and insufficient time for both work and study. Consistently, a majority of students claimed they intended to return to college at another time. For 1973 and 1974, the attrition study was supplemented with specific demographic information so that attrition patterns among sex, age, and racial groups could be determined. The nonreturning student was found to be a vocational/technical or business major, a "freshman" in terms of credits accrued, a member of an ethnic minority, and falling within the 21-35 age group. (MJK)

ED 110 115 JC 750 421

Colvert, C. C.

A Long Range Planning Study for the El Paso Community College, El Paso, Texas.

El Paso Community Coll., Tex.

Pub Date Apr 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Organization, Budgets, Campus Planning, Community Characteristics, *Educational Finance, *Educational Planning, *Enrollment Projections, Estimated Costs, Expenditure Per Student, *Facility Expansion, Financial Needs, *Junior Colleges, Multicampus Districts, Program Costs, Tax Support

Identifiers—*El Paso Community College

This planning study was undertaken in order to determine the long-range financial needs of El Paso Community College (Texas) and present them to the Board of Trustees. The document outlines a budget of income and expenditures, projects student enrollment by academic and vocational-technical program areas, and projects total educational costs per full-time equivalent student by program area. Some of the factors considered in making these projections are the rapidly expanding economy and population of the El Paso area, the number of high school graduates in the county, the national trend toward increased enrollment in vocational-technical fields, and anticipated expansion of college facilities to meet vocational program demands. Costs and administrative organization are discussed for a proposed multicampus area. The author concludes that necessary expansion of the college can be achieved with a minimum of expense to the taxpayer, in light of anticipated income from state aid and tuition. Tax rates required for the operation of the college are calculated for each college year from 1975-76 through 1984-85. Final recommendations include a request to the Board of Trustees for acquisition of new building space and for an election in El Paso County to secure additional bond tax. Extensive tables, maps, and sample calculations illustrate each area of the study. (JS)

ED 110 116 JC 750 422

Febiger, Leo J.

El Paso Manpower Needs Assessment for Educational Planning.

El Paso Community Coll., Tex.
Spons Agency—Texas Education Agency, Austin.
Div. of Occupational Research and Development.

Pub Date 31 Oct 73

Note—143p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Employer Attitudes, Employment Patterns, Employment Qualifications, Job Analysis, *Job Skills, *Junior Colleges, Labor Market, Manpower Development, *Manpower Needs, *Occupational Surveys, Vocational Education

Identifiers—El Paso, *Texas

This study was conducted to determine the manpower needs of El Paso, Texas, by surveying and interviewing employers in regard to numbers of employees, education and training level preferred, and related employee information. A second purpose was to identify specific kinds of skills needed by El Paso business and industry. Information was gathered from a final sample of 216 firms employing 34,862 workers, about 25 percent of the work force. Data was tabulated by size of firm and occupation classification. Findings of the study included the following: (1) employers preferred that about 40 percent of their positions be occupied by persons with education or training above high school; (2) only 19 percent of the jobs required no special training, while experience was important for about 60 percent of the jobs; (3) the majority of employers felt that "qualified" employees were hard to find—job performance frequently did not meet expectation due to deficiencies in human relations skills; (4) 65 percent of employers felt that specific training courses would benefit their firms if taught by formal institutions; (5) 84 percent reported providing their own training for employee advancement, and 50 percent did not feel it would benefit their firms if this training was done by a formal institution. The study concludes with a model for a continuing manpower assessment and for related curriculum planning. Survey instruments and tabulated data are appended. (BB)

ED 110 117 JC 750 423
Blai, Boris, Jr.

Some Biochemical Correlates of Academic Achievement (College Women—Their Eating Habits and Academic Achievement).

Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Eating Habits, *Junior Colleges, *Junior College Students, Nutrition, Performance Factors, Student Behavior

A study was conducted among 332 young women at Harcum Junior College to investigate the relationship between eating patterns and academic achievement. Two groups were compared, one eating two or three regular meals daily (A) and one eating less than two regular meals daily (B). For each student in Group A, one was included in Group B who matched her Scholastic Aptitude Test scores within 50 points. By following this sample selection method, the aptitude-matched groups were analyzed in terms of their graduation cumulative grade point averages. The t-ratio for the obtained difference between the mean GPA (2.9) for Group A and the mean GPA (2.6) for Group B was 2.60, showing a reliable correlation between higher achievement and good eating habits. Many variables in determining the exact nutritional intake of students prevents generalization from these results, but further study of collegiate nutrition and achievement is recommended. (Author/MJK)

ED 110 118 JC 750 424
Chorvinsky, Milton

Vocational Plans of Full-Time Community and Junior College Students, Fall 1970.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-203

Pub Date 75

Note—36p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.85)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Choice, Expectation, *Junior Colleges, *Junior College Students, National Surveys, *Occupational Aspiration, Occupational Choice, Statistical Data, *Student Characteristics, Vocational Interests

Identifiers—*Project Focus

This report provides previously unpublished data gathered during Project Focus, a nationwide sample survey of community and junior colleges, on the vocational plans and expectations of full-time students enrolled in fall 1970. The data were drawn from a sample of 10,250 student responses from 92 institutions. The report tabulates data on student characteristics (age, sex, ethnic group, father's occupation, timing of vocational choice, size of hometown community) against two vocational variables: expected main vocational roles or occupations and expected fields of specialization. The potential vocational fields of specialization consisted of 98 areas within nine major fields: education; social science or religious; business, political, and persuasive; scientific; agriculture and forestry; health; arts and humanities; engineering; and trade, industrial, and technical. The vocational roles within fields were combined in five broad groups (administrator or supervisor, promoter or salesman of services, etc.). Appendixes include the survey instrument and a description of the sample and weighting procedures. (BB)

ED 110 119 JC 750 425

Cohen, Arthur M., Ed.

The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 75

Note—101p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Anthropology, Area Studies, Art Education, *College Curriculum, Ethnic Studies, History Instruction, *Humanities, *Humanities Instruction, Interdisciplinary Approach, *Junior Colleges, Language Enrollment, Literature, *Literature Reviews, Modern Language Curriculum, Music Education, Philosophy, Political Science

This monograph reviews recent literature pertaining to two-year college humanities curricula and instruction. Separate sections consider foreign languages, literature, philosophy, religion and ethics, the appreciation and history of the fine arts, history, political science, cultural anthropology, area and ethnic studies, and interdisciplinary humanities. The major influences on humanities education in two-year colleges have been the transfer institutions' fluctuating requirements and the students' desire for pragmatic programs. The humanities are not widely emphasized in two-year colleges; their role as perpetrators of liberal arts holds a priority status far below career and adult education. To maintain enrollments, the colleges have taken steps toward the pragmatic with conversational foreign languages and interdisciplinary approaches. As it is recognized that the majority of students are not transfer students, instruction is shifting away from attempts to parallel university courses and teaching methods. The influence of the student on humanities curricula was reviewed in an earlier monograph in this series (JC 750 400). (MJK)

ED 110 120 JC 750 426

Cohen, Arthur M.

Adapting Institutional Research to Changing Student Populations.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jul 75

Note—15p.; Paper presented at the Annual Meeting of the Southeast Region AERA Special Interest Group in Community College Research (Boone, North Carolina, July 22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Data Analysis, Data Collection, *Institutional Research, *Junior Colleges, *Research Design, *Research Directors, Research Methodology, *Research Needs, Institutional research (IR) in community/junior colleges in past years has been limited to gather-

ing data for external agencies, concentrating on raw demographic data and student flow studies. IR should be directed toward providing data for administrative decisions and for successful maintenance of college operations. In spite of the heavy demands of state agencies and administrators, IR directors should consider their broader audiences in the education field. By careful reconsideration of methodology and theoretical bases, they could put more rigor into their studies. Better studies would be facilitated by organizing college records for easier computer cross tabulation, by pretesting survey instruments on members of the sample pool, and by selected population sampling. Concentrated effort on a carefully chosen population should result in an 80 percent return, and these results are more valid than those obtained by flooding the mails with questionnaires. Given the well-documented demographic changes in two-year college populations, the IR director has the opportunity to research how the college might change to meet the needs of these new students, how the students' learning styles can be accommodated, etc. He has the ability to translate vague college goals and student aspirations into useful designs for study. (MJK)

ED 110 121 JC 750 427

Amburgey, Lillian

Decentralized Counseling: An Innovative Approach.

J. Sargeant Reynolds Community Coll., Richmond, Va.

Pub Date Sep 73

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—College Environment, Counseling Centers, Counseling Effectiveness, *Counseling Services, Counseling Theories, Counselor Role, *Decentralization, *Junior Colleges, *Literature Reviews, Student College Relationship, *Student Needs, Student Personnel Services

Identifiers—*Decentralized Counseling

Decentralized counseling was a foremost consideration of college administrators during the planning of the first campus of J. Sargeant Reynolds Community College (JSRCC). However, since the college opened in September of 1973, a myriad of problems have developed which must be solved if a successful program of decentralized counseling is to be achieved. This document explores these problems and their solutions. Results of a preliminary survey of the attitudes of JSRCC administrators, faculty, counselors, and students towards a decentralized counseling system are reported. Also included are the results of a survey of current practices and innovations in counseling at selected two- and four-year colleges and an examination of related educational research. The author concludes that decentralized counseling helps maximize a student's college experience and is one method that achieves a modicum of success in bridging the existing gap between an institution's personnel and instructional functions. A postscriptural report discusses the status of counseling services at JSRCC one year after this study was undertaken and offers suggestions for further program modification, fund utilization, and staff development. Organizational charts and the survey forms are provided, and a bibliography is appended. (Author/JS)

ED 110 122 JC 750 428

Committee Report on Financing Public Community Colleges.

Illinois State Board of Higher Education, Springfield.

Pub Date May 75

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Educational Finance, Enrollment Projections, Expenditures, *Finance Reform, Financial Policy, Income, *Junior Colleges, *State Aid, *Statewide Planning, Tax Support

Identifiers—*Illinois

This report is the outcome of a study conducted to review and assess the development and the advantages and disadvantages of Illinois' present system of financing community colleges; to survey and evaluate the financing systems of other states with highly developed public education systems; to assess the major alternative schemes of financing for the future; and to make

recommendations as to specific changes in the financing system, including a plan for implementing these changes. Twenty recommendations are summarized in section I followed by a description of the study, projections of enrollments, costs, and revenues through 1980, and plans for funding both operations and capital improvements. (MJK)

ED 110 123 JC 750 429

Allan, Beverly

Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia.

Pub Date 24 Oct 74

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Academic Education, Academic Standards, *Articulation (Program), Educational Mobility, Higher Education, *Interinstitutional Cooperation, *Junior Colleges, *Statewide Planning, *Transfer Policy, Transfer Students

Identifiers—*Virginia

This paper proposes that a sound articulation procedure is one which facilitates the student's progress toward the baccalaureate degree in the shortest possible time and in a manner conducive to proper academic standards. Transfer students face problems of admissions discrimination, inappropriate counseling, insufficient preparation, nontransferability of both academic and vocational courses, and lack of financial aid. When the two-year college tries to parallel the four-year institution's program too closely, it may lose students who would benefit from other methods or who must compensate for weak backgrounds. Based on a review of statewide articulation agreements in other states, the recommendations for Virginia are: (1) no associate degree student can be guaranteed entry into a particular program, but admission to some state senior college should be assured; (2) each senior institution should publish a list of equivalent lower division courses given at its major sending institutions; (3) these sending institutions should design their programs in cooperation with their receiving senior colleges; and (4) state senior institutions should not require any additional lower division work, provided the student does not change majors. This plan leaves each institution autonomy, while implying that a two-year transfer program must be accountable for the future success of its students. (Author/MJK)

ED 110 124 JC 750 431

Scarborough, Lucy

An Investigation of the Effects of Selected Aspects of Individualized Instruction on the Achievement of Students.

Pub Date 21 Jul 75

Note—30p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Academic Achievement, Educational Alternatives, Group Instruction, *Individualized Instruction, Instructional Innovation, Intermode Differences, *Junior Colleges, *Music Education, Pacing, Programmed Instruction, *Teaching Methods

Because an open door admissions policy results in a student body which varies greatly in background and developed capability to learn, the individualization of instruction is a top priority of El Paso Community College (Texas). In an attempt to determine the effects of two specific aspects of individualized instruction on the achievement of students in a music fundamentals course, the investigator used a sample of two groups of students during 1974-75. Fall semester students received self-paced instruction by programmed text and optional individual tutoring sessions, while spring semester students in the same course were additionally offered a series of group instructional sessions covering the same content as the text. In both courses students were evaluated by criterion-referenced tests for each of seven textual units. Resulting data showed an apparent superiority in achievement for the spring semester group. The study concludes that, for courses in music theory, a program which provides each student with a choice between self-paced programmed instruction and group instruction will lead to higher levels of achievement than will classes which are limited to one individualized learning strategy only. Recommendations for

further research are made and research data, bibliography, and a literature review are included. (Author/JS)

ED 110 125 JC 750 432

Bender, Louis W.

The States, Communities, and Control of the Community College: Issues and Recommendations.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Shell Companies Foundation, New York, N.Y.

Pub Date 75

Note—63p.

Available from—AACJC Publications, Box 298, Alexandria, Virginia 22314 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—College Role, *Community Control, Federal State Relationship, *Governance, Governing Boards, *Government Role, *Junior Colleges, Political Power, State Agencies, *State Boards of Education, Statewide Planning

The steady drift toward state control of community college education is a growing issue of concern. This movement has not come from significant changes in the authority or responsibilities of the state community college boards or agencies so much as from a variety of other national and state precursors. This document attempts to establish the context of this phenomenon and then suggest recommendations for action which would address several of the emerging issues involved. These include: (1) defining and communicating the mission of community college education; (2) determining the locus of policy-making; (3) untangling overlapping jurisdictions; (4) preventing "intercollege warfare" among post-secondary institutions in a free-market atmosphere; and (5) encouraging local initiative in the political process. Discussed in some depth are the precursors of state control and the mission of the "college of the community." The major recommendations call for realistic assessment of power bases within and outside of the college, formation of a state community college agency with an advocacy role defending community-based institutions, and substantive local participation in policy-making. (MJK)

ED 110 126 JC 750 433

The Two-Year College System in Ohio: A Planning Report.

Ohio Board of Regents, Columbus.

Pub Date 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Associate Degrees, College Role, *Educational Coordination, Educational Demand, Educational Finance, Enrollment Trends, *Junior Colleges, Manpower Needs, *Statewide Planning, *Technical Institutes, Tuition, Vocational Education

Identifiers—*Ohio

This report was designed to aid ongoing development of statewide planning and coordination for Ohio's complex two-year college system. The mission of this system is defined in terms of four areas: Access, Program, Stewardship of Resources, and Institution and the Community. The system is dedicated to the concept of open education with minimal cost or obstacles to the public. Ohio has developed four separate two-year college systems in the last 12 years: community colleges, state general and technical colleges, technical institutes, and university branches. The Ohio Citizens' Task Force on Higher Education made no recommendations about revamping the system to overcome the complex governance problems, choosing rather to define the boundaries of each type of college. Since expansion in number of colleges has been curtailed, the major concern in planning is to equalize the availability of programs throughout the state. Special attention is to be given to those areas where unwarranted program duplication and unnecessary institutional competition exists. Appended is a list of technical associate degree programs available in Ohio and a discussion of the justification for inclusion of a program at any single college on the basis of demographic and manpower needs assessment for a community. (MJK)

ED 110 127 JC 750 434

Matthews, Elizabeth W.

Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community Junior Colleges. [Summary Report.]

Pub Date 72

Note—6p.; Summary of Ph.D. dissertation, Southern Illinois University at Carbondale

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Administrator Attitudes, *Administrator Characteristics, *Administrator Role, *Instructional Materials Centers, *Junior College Libraries, Junior Colleges, *Librarians, Media Specialists, Professional Training

This document summarizes a dissertation based on a nationwide survey probing certain characteristics of the directors of library-learning centers in public comprehensive community colleges. Of the 586 current directors in non-university related institutions, 79.4 percent responded. Nearly all reported strong job satisfaction. Within the hierarchy, 81.2 percent claimed faculty status; 58.7 percent indicated they report directly to the dean of instruction. Their administrative duties included service on curriculum committees, staff selection and supervision, and responsibility for library and audiovisual budgets. More than 75 percent administered library and audiovisual services as an integrated unit, and 95.9 percent indicated some degree of acceptance for the integrated media concept. Significantly, large numbers of the directors had library science educational preparation including graduate degrees. Few, however, had prepared specifically for a community college position and 85.6 percent indicated that an internship would have been useful. Other recommendations for professional training are discussed as well. (MJK)

ED 110 128 JC 750 435

Gladiush, Lawrence E.

Distribution of Federal Student Assistance: The Enigma of the Two-Year Colleges.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jun 75

Contract—OEC-0-74-1901

Note—30p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Economically Disadvantaged, *Federal Aid, Financial Needs, *Financial Support, *Junior Colleges, Post Secondary Education, Student Costs, *Student Loan Programs, Tuition, *Tuition Grants

In view of the large post-secondary enrollments of two-year colleges, and the heavy enrollment of students from low and moderate income families, their participation in institutionally administered federal financial assistance programs appears disproportionately low. The application, state allotment, and allocation procedures do not inherently militate against programmatic participation by two-year institutions, but many community colleges simply do not apply for funds. Furthermore, two-year institutions participating in the campus-based programs are probably not requesting funds commensurate with the actual needs of their students. For comparison purposes, this paper presents an estimate of the distribution of funds under the new Basic Educational Opportunity Grant Program which promises direct aid to students, with figures for the actual federal allocations for institutionally administered financial assistance programs (Supplemental Educational Opportunity Grants, College Work-Study Program, and National Direct Student Loans). At full funding of all eligible undergraduates, students in public two-year institutions should receive relatively more funds in the Basic Educational Opportunity Grant Program (27 percent) than they receive through the three campus-based programs (13 percent). (Author/MJK)

ED 110 129

JC 750 436

Schaumburg, Gary F.
An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course.

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
Pub Date 31 Jul 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement Gains, Composition Skills (Literary), *Course Evaluation, Course Objectives, *English Instruction, *Junior Colleges, Literature Reviews, *Low Ability Students, Paragraph Composition, Sentence Structure, *Writing Skills

Two one-semester English courses, English 50.1 (English Fundamentals), concentrating on sentence construction, and English 50.2 (Basic Writing Skills), concentrating on paragraph development, were devised at Cerritos College (California) in an attempt to improve the effectiveness of the old English 50 (Grammar and Composition), which had combined grammar, composition, and literature. Students scoring in the lowest third on the College English Placement test were placed in English 50.1, while those scoring in the middle third were placed in English 50.2. This study evaluates the degree of student improvement in basic grammar and writing skills as a function of English 50.1. Results, based on multiple-blind pre- and post-paragraph testing of 172 students who completed the course, indicated that 69 percent of the students improved in writing ability, 25 percent decreased in ability, and 6 percent stayed the same. The author concludes that the course improved student writing ability, specifically, ability to eliminate mechanical errors and faulty sentence structure. It was further concluded that the traditional approach of combining the teaching of English grammar, literature, and writing into one semester is not as effective in improving student writing ability as a program that divides the work into two one-semester courses. The author reviews the literature from similar research and details the methodology used in this study. A table of results, the course outline, and a bibliography are appended. (Author/JS)

ED 110 130

JC 750 437

Magidson, Errol M.

A Comparison of the Achievement Results on a Social Science Unit by Kennedy-King College [Illinois] Students Instructed by Computer with Those Instructed by Individualized Booklets.

Pub Date Jul 75

Note—29p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Educationally Disadvantaged, *Individualized Instruction, Instructional Technology, Inter-mode Differences, *Junior Colleges, *Programmed Materials, *Social Sciences

Two mediated approaches to individualized instruction—computer-assisted (PLATO) and individualized booklet—were compared in terms of their effect on student achievement. Computer-assisted instruction offers potentially sophisticated use of individualized instruction techniques (e.g., random selection of items, sequencing, and answer judging, but the booklet has a potential advantage in its portability and relative low cost of production. Forty-three inner city social science students, assumed to be homogeneous in intelligence and age, were divided into two groups. After suitable introduction to their respective methods, the students were given a week to complete a study unit. Using the t-test for independent samples on the data from the post-test scores, the null hypothesis that there will be no significant difference in the mean achievement scores between the two groups could not be rejected by the results of the .05 level of significance, although there was a slight difference in favor of the PLATO method. Although both groups enjoyed the instruction, there was a significant difference between the mean attitudinal scores favoring PLATO. A short bibliography is appended. (Author/MJK)

ED 110 131

JC 750 438

Magidson, Errol M.

Developing an Individualized Learning Course for an Urban Community College.

Pub Date Jul 75

Note—37p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Curriculum Development, Educationally Disadvantaged, *Evaluation Criteria, *Individualized Instruction, *Instructional Design, Instructional Innovation, *Junior Colleges, Student Attitudes

In inner city community colleges, problems of improving student achievement and enhancing positive attitudes toward learning are compounded by lack of adequate training in basic academic skills. A pilot project was undertaken at Kennedy-King College (Illinois) to assist instructors in developing individualized learning courses. Following a review of several instructional models, the investigator assisted a faculty member in developing an individualized learning module for a social science course, based on Herrscher's model of individualized instruction—a mastery learning approach. An evaluation form was devised to give a quantitative measure of the module's potential value along four dimensions: system (application of components of the learning model), approach (application of learning principles), format (presentation medium), and content (academic material). The module was revised on the basis of the evaluation results, and was presented to a social science class. Although student achievement on post-test scores did not meet expectations, 80 percent of the students rated highly their enjoyment of the learning experience. (BB)

ED 110 132

JC 750 439

Galvin, Kevin And Others

Educational and Retraining Needs of Older Adults. Final Project Report.

Los Angeles Community Coll. District, Calif.; Southern California Community Coll. Institutional Research Association, Los Angeles.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Mar 75

Note—38p.; Detailed tabular breakdowns of data by age, sex, and geographical area have been deleted in this version of the document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Education, Adult Students, College Cooperation, Community Surveys, *Educational Needs, Educational Researchers, Inservice Education, *Junior Colleges, *Older Adults, Research Projects, Retirement, Senior Citizens, Vocational Education, *Vocational Retraining

Identifiers—California, Los Angeles, *Needs Assessment

This project, conducted by the Southern California Community College Institutional Research Association, was designed to provide a needs assessment of aging and retired persons in Southern California in the area of vocational education and to provide training for researchers and occupational education coordinators in survey research methodologies. More specifically, the project was an attempt to discover which areas of occupational retraining older adults would be interested in pursuing; what auxiliary services would have to be provided; and the nature and extent of curriculum modification necessary to provide these potential students with a satisfactory educational experience. More than 18 institutions participated in the research; seven are represented in results reported in this document. Workshops were held and a questionnaire devised to determine the unique needs of participating colleges. Data from this survey indicated that older adults had a wide variety of needs and interests which should be taken into account in program planning; that the community college has an important role to play in meeting the educational and retraining needs of the elderly, particularly in pre-retirement assistance programs and post-retirement employment opportunities. The needs assessment questionnaire with resultant data and a project evaluation with relevant tables are appended. (Author/JS)

ED 110 133

JC 750 440

Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date [75]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Organization, Compensatory Education, Counselor Role, *Developmental Programs, *Educationally Disadvantaged, *Junior Colleges, *Remedial Programs, *State Surveys

Identifiers—*Texas

Forty-two of 47 public community colleges in Texas currently offer developmental/compensatory programs. Programmatic goals fall into two categories: (1) the improvement of cognitive skills to the extent that students can progress into credit courses; (2) affective development to improve student self-concept, provide motivation and a successful educational experience in order to reduce attrition rates. Students are generally counseled into the programs on the basis of low scores on entry exams, and often have a history of low scholastic achievement, are returning to school after a long absence, or are educationally or economically disadvantaged. Although the programs are remarkably diverse in extent, nature, and organizational structure, they are characterized by small classes, innovative instructional methodology, and a redefinition of the roles of instructor and counselor, assigning counseling as a part of the teaching process. The difference in organizational structure has resulted in a variety of accounting procedures; thus, little data are available regarding relative costs. Most of the responding colleges have instituted some evaluation or follow-up procedures for their programs. Appended are a summary fact sheet, enrollment and contact hour data for the programs, and formula rates for funding, fall 1974. (NHM)

ED 110 134

JC 750 441

Clampitt, Joyce, Ed.

New Responses to New Problems Facing the Rural Community College. Proceedings of [the] Annual Workshop, Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975).

Center for State and Regional Leadership, Florida.

Spons Agency—Florida State Univ., Tallahassee; Florida Univ., Gainesville.

Pub Date 75

Note—130p.; For related documents, see JC 750 442-445

Available from—Center for State and Regional Leadership, Florida State University, 507 South Woodward Avenue, Room 225, Tallahassee, Florida 32304 (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Change Strategies, College Planning, College Role, *Conference Reports, Educational Finance, *Educational Problems, Financial Support, *Junior Colleges, Rural Economics, *Rural Education, *Rural Schools, Staff Improvement, Staff Utilization, Vocational Education

Rural colleges have problems specific to their environment, such as transportation over great distances, a low tax base, "provincialism" and conservatism, and insufficient funding. The general theme of the conference proceedings is the potential role of the rural community college in the improvement of rural life. The addresses are entitled: (1) "New Problems Confronting Rural Institutions," (2) "Strategies for Providing Community Service," (3) "Staff Development for the Rural Community College," (4) "Reflections and Perspectives" (an historical note), (5) "Innovative Approaches to Occupational Programs for the Two-Year Colleges," (6) "Utilization of Forgotten Resources for the Rural College," (7) "Some Practical and Philosophical Considerations for Utilizing Faculty at the Rural Community College," (8) "Extending Funding Bases for the Rural Colleges: State Resources, Federal Resources, Alternative Sources," (9) "Techniques for Fostering Change," (10) "Curriculum Reform in Rural Colleges." Outlines of work sessions dealing with the issues of understaffing, student entry level, the rural stigma, staff commitment to the comprehensive college, staffing patterns, community services, and competing for federal funds, present participant conclusions and recommendations for action on these problems. (MJK)

ED 110 135

JC 750 442

Phillips, Herbert E.

New Problems Confronting Rural Institutions.

Pub Date 75

Note—7p.; Speech delivered at the Annual Workshop of the Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975)
Available from—Not available separately; See JC 750 441

Document Not Available from EDRS

Descriptors—*College Role, *Community Characteristics, *Community Students, *Cultural Activities, *Educational Problems, *Financial Problems, *Junior Colleges, *Low Level Aspirations, *Rural Economics, *Rural Education, *Rural Environment, *Student Problems, *Teacher Morale

This paper addresses the special problems faced by rural community colleges, their staffs, and students. Financing problems are severely felt in rural areas where distances, low tax bases, absence of community resources, and the inability to take advantage of the economies of size add to the inflationary burden. The position of the college in the community is also costly, since it may be the only source of cultural, avocational, and personal enrichment in the area. The faculty is not attracted to life in the small town; housing is in shortage, and their political and cultural values often differ from those of the populace. In its vocational education role, the college must deal with students' low job aspirations, inadequate visibility of job opportunities, inadequate positions for cooperative education experiences, and a dearth of available part-time faculty for occupational programs. The provinciality of the population and a lack of political clout at state and federal levels both work against the college's role as cultural center for the community. (MJK)

ED 110 136 JC 750 443

Richardson, William R.

Staff Development for the Rural Community College.

Pub Date 75

Note—9p.; Speech delivered at the Annual Workshop of the Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975)
Available from—Not available separately; See JC 750 441

Document Not Available from EDRS

Descriptors—Administrator Attitudes, College Planning, Educational Planning, Inservice Programs, *Junior Colleges, Rural Areas, *Rural Schools, *Staff Improvement, *Teacher Improvement

Because rural colleges are small, isolated, relatively tax poor, and are staffed primarily by public school trained and experienced personnel, their staffs usually possess values, attitudes, and beliefs that are directly contrary to the philosophy of the community college. This address calls for the beginning of effective staff development planning at each rural college in order to develop within the staff those qualities of competence, creativity, and leadership that are more commonly found in larger, more affluent, urban institutions. Quality of service in the community college depends primarily on the quality of the staff; staff development must be part of an evolving plan of institutional development, based on carefully defined service-program goals. Staff development planning should occur in four stages: (1) establishing a receptive climate when the commitment to staff development is made and objectives are defined; (2) organizing and training a staff development planning committee with membership drawn from every sector of personnel; (3) plan development and implementation; and (4) plan maintenance and evaluation. Each of these phases is discussed in detail. (MJK)

ED 110 137 JC 750 444

Gillie, Angelo, Sr.

Innovative Approaches to Occupational Programs for the Rural Two-Year College.

Pub Date 75

Note—14p.; Speech delivered at the Annual Workshop of the Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975)
Available from—Not available separately; See JC 750 441

Document Not Available from EDRS

Descriptors—Career Change, Job Skills, *Junior Colleges, Middle Aged, *Occupational Choice, *Occupational Mobility, Rural Economics, *Rural Education, Rural Youth, Vocational Counseling, *Vocational Education

The rural community college must be vocational in orientation and provide its students with social, economic, and political facts related to their lives and employment now and in the future. It must offer equal opportunity to consider and select training for either rural or urban occupations. In order to offer this diversity, a college must have a minimum of 1,000 full-time students; this may necessitate an increase in geographical service area and the building of residence halls. Job flexibility for young adult students can be achieved by delaying their specialization until a job is secured. Once the employer specifies the skills required, it can be decided whether these are best learned at the college skills center or on-the-job. An entry-exit operation for vocational training would facilitate this flexibility for rural youth and adults. Many middle-aged persons would return to school for additional training or a complete career change were it not for economic hardship. Sabbatical-like funding should be provided to these students. Retirees and hobbyists should also be served by the college in building a second career or in maintaining mental health and physical activity. (MJK)

ED 110 138 JC 750 445

Davis, James

Techniques for Fostering Change: The Rural Two-Year College.

Pub Date 75

Note—12p.; Speech delivered at the Annual Workshop of the Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975)
Available from—Not available separately; See JC 750 441

Document Not Available from EDRS

Descriptors—Change Agents, *Change Strategies, *College Role, *Community Change, Community Development, Community Planning, *Junior Colleges, Rural Education, *Rural Environment

The rural community college has a unique opportunity to bring about social change in rural areas. This paper summarizes the needs and resources of the rural community and discusses the change techniques useful to the college administrator. The most valuable resource is the college staff who offer technical expertise and leadership not available elsewhere. Leadership training should be provided to the staff and other community leaders. One successful mode for effecting change is the demonstration project modeled after the projects designed by extension agents. Since distances are a major rural problem, the college should be active in overcoming the transportation dilemma: mobile learning labs make transit time valuable; radio, television, and other communication systems can be better utilized; and the college itself can be the social center of the community. It can also serve as the center of culture and folklore preservation and as a model for modern planning and management principles. The external agencies affecting the college and its community should be actively influenced by the college administrator for the amelioration of conditions in the area. (MJK)

ED 110 139 95 JC 750 446

Keim, William A. And Others

A Manual for Establishing a Community College Community Services Program; A Practical Guide to the Community-Based, Performance-Oriented Institution of Post Secondary Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg; Virginia Univ., Charlottesville. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Advisory Committees, College Faculty, Community Education, Community Relations, *Community Service Programs, *Community Services, Continuous Learning, Educational Finance, Interagency Cooperation, *Junior Colleges, *Manuals, *Program Administration, Program Evaluation
Identifiers—Title I HEA

This manual is designed as a practical guide to establishing and maintaining a viable program of community services/continuing education in the community college and presents material for use

by the practitioner in the field. It is organized as a set of guidelines explaining various important aspects of a program and deals with those specifics thought essential to implementing a workable program. The chapters are: "Community Assessment," "Administration, Organization, and Program Management," "Program Evaluation," "Obtaining Financial Support for Community Services Programs," "Developing Interagency Cooperative Arrangements," "Citizen Advisory Committees," "External Communication" (public relations), and "The Faculty of Community Services/Continuing Education." Selected reading references are appended. (Author/MJK)

ED 110 140 JC 750 447

Bowles, Bob J.

A Comparison between Three Groups of Hutchinson Community Junior College Students on the American College Testing Program's Composite Score and on the Reasons and Factors Affecting the Student's College Choice.

Pub Date Aug 75

Note—79p.; Master's Thesis, Wichita State University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Academic Aptitude, Adult Students, *College Choice, *College Entrance Examinations, College Students, Comparative Analysis, *Junior Colleges, Questionnaires, Student Characteristics, *Terminal Students, Test Results, *Transfer Students

Identifiers—*Hutchinson Community Junior College

A random sample of 250 Hutchinson Community Junior College (Kansas) students was chosen by using the pseudorandom number generator supplied by an IBM program. Composite American College Testing Program (ACT) scores were determined for these students, and a questionnaire was administered to determine the factors affecting the students' college choice. Students were divided into three categories: academic transfer students; one, two, or three year terminal students; and continuing education students. Academic transfer students were found to have higher composite ACT scores than terminal students of either type. But the reasons and factors affecting the students' college choice proved to be statistically the same for all groups. The more pragmatic character of the community college student is probably generated in the student's pre-college years. Emphasis on the practical application of education necessarily deemphasizes the academic achievement that is measured by the ACT. Although this phenomenon is most marked in a comparison between students of four-year institutions and students of community colleges, it is seen to carry over to the divisions within the community college itself; i.e., academic transfer students are more academically oriented than terminal students. A survey of the literature is included, and the questionnaire is appended. (NHM)

ED 110 141 JC 750 448

Tatham, Elaine L. And Others

Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975.

Johnson County Community Coll., Overland Park, Kans.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Achievement Gains, *Basic Skills, English Instruction, *Individualized Instruction, *Junior Colleges, *Learning Laboratories, Mathematics Instruction, Program Effectiveness, *Program Evaluation, Reading Comprehension, Reading Speed, Spelling, Statistical Data, Test Results, Tutoring, Vocabulary Development

This study evaluates the success of Johnson County Community College's College Learning Center (CLC) in helping students to improve specific skills in six areas: spelling, vocabulary, English, mathematics, reading comprehension, and reading rate. The CLC offers individualized programs which employ a combination of self-instructional materials and individual tutoring. Data were analyzed separately for the spring 1972–summer 1973 and fall 1973–summer 1974 periods in order to detect any difference in the success patterns of CLC instruction. Evaluation was based on analysis of gains in performance for

every student participating during either period. The average gains represented significant improvement from pre-test to post-test in all six areas; the improvement was similar for both time periods. Statistical data is presented graphically for each subject. Appendix A describes the six courses and their pre- and post-tests. Appendix B lists supplementary instructional materials for the six programs. (MJK)

ED 110 142 JC 750 449

Tatham, Elaine L. And Others

Three JCCC Career Student Follow-ups, 1974, Johnson County Community Coll., Overland Park, Kans.

Pub Date May 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Employment Experience, Followup Studies, Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Program Evaluation, Questionnaires, Technical Education, Vocational Education, *Vocational Followup

This document presents the findings of three state-required career student follow-up studies—a one year follow-up of 1972-73 students, a three year follow-up of 1970-71 students, and an initial placement (six months) follow-up of 1973-74 students—in the form of two reports. Ninety-one, 94, and 99 percent of the former graduates and non-graduates with marketable skills were contacted by telephone. Of the 176 students one year out of training, 78 percent were employed in their program area; nine percent were in school. Eighty-three percent rated their program good to excellent. Their mean average salary was \$799/month. Seventy percent of the 47 students three years out of training were employed in their program area; 96 percent rated their program highly. In the initial placement follow-up for the 202 students leaving the college in 1973-74, it was found that 84 percent had program-related positions, 38 percent were in school, and 96 percent rated their programs excellent or good. Data is analyzed separately for career students who were also members of the hearing-impaired program. All data is presented by program area on various tables. The telephone survey is appended with additional questions related to specific program areas. (MJK)

ED 110 143 JC 750 450

Sheldon, M. Stephen Cohen, Arthur M.

Improving Instruction in California Community Colleges through Applied Research. Final Report.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-1-901

Pub Date 30 Jun 73

Contract—OEC-9-71-0020-057

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Abstracts, Activity Learning, Community Colleges, Educational Research, *Educational Researchers, *Inservice Education, *Institutional Research, *Junior Colleges, Research Methodology, *Research Skills

Institutional research in the community college suffers from lack of fiscal support and trained personnel. The project described here was conceived to enhance the capabilities of 12 people assigned research responsibilities in California community colleges who lacked sufficient training in research design and methodology. The overall plan was to help each participant plan, conduct, and report a single piece of institutional research. Training methods included seven workshops held over a year's time, work with self-instructional materials, and individual contact between participants and trainers throughout the year. The project resulted in seven completed institutional research studies reported at the Junior College Association Research and Development Conference in 1972. Further, eight of the participants were assigned to full- or part-time research responsibility on their home campuses. Abstracts of the completed studies and an example of a full study report are appended. (Author/MJK)

ED 110 144 JC 750 451

Handleman, Chester

The Relationship between Objective Versus Subjective Classroom Tests and Student Evaluations of Their Instructors.

Pub Date 23 Jun 74

Note—28p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Essay Tests, *Faculty Evaluation, *Junior Colleges, *Objective Tests, Performance Criteria, *Student Opinion, Student Reaction, Test Selection

Student evaluations of an instructor who uses objective tests exclusively are here compared to evaluations of the same instructor using classroom tests which combine objective and subjective test formats. Class size and hour and manner of instruction were held constant; students were chosen at random by the computer registration process. The sample was comprised of four Western Civilization classes; two classes of 30 students each participated in each testing option. The instructor was evaluated significantly higher by students who took objective exams than by those who took combination objective/subjective examinations. In view of the students' stated preference for the objective test format, an instructor sensitive to his student evaluation score is likely to choose the objective test option. This tendency is often reinforced by ease in grading objective exams. However, many employers of community college graduates have long been critical of their employees' writing skills. The universal adoption of a combination objective/subjective testing format would tend to sharpen writing and organizational skills, as well as provide a more consistent basis for student evaluation of instructors. (NHM)

ED 110 145 JC 750 452

Cotola, Anthony M.

Rationale for Adopting Legislation in Support of Divisions of Continuing Education and Community Services in the Massachusetts Community College System.

Pub Date 20 Mar 75

Note—47p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Education Programs, Community Colleges, *Community Service Programs, Day Programs, Educational Finance, *Evening Programs, *Junior Colleges, *State Aid, State Legislation, *Tax Support, Tuition

Identifiers—*Massachusetts
Instructional, administrative, and support services for adult evening education in Massachusetts community colleges are totally supported by tuition paid by enrolled students. On the other hand, day divisions of these colleges are supported by taxation and paid for by the Commonwealth of Massachusetts. Thus, an adult evening division student pays twice the tuition of his day division counterpart, while a part of his tax dollar supports the day student's education. This situation has been brought about by the interpretation of the 1963 law authorizing evening classes "provided such classes are operated at no expense to the Commonwealth." Because evening Divisions of Continuing Education and Community Services carry out the goals and missions of the community college, the indirect cost for administrative and supportive services could be funded through the state appropriated budget within the guidelines of existing legislation. Direct costs, e.g. faculty salaries, would continue to be funded through tuition-generated income. This report includes a summary of the proceedings of a June, 1974 meeting of Massachusetts Deans of Continuing Education and Community Services, tables of tuition charges and enrollments for 15 community college evening divisions, and a line item budget for one such division. (NHM)

ED 110 146 JC 750 453

Garlock, Jerry C.

An Analysis of Enrollment Characteristics of Spring and Fall Semesters from 1963 to 1975. El Camino Coll., Torrance, Calif.

Report No—OIR-75-17

Pub Date 18 Jul 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Credits, College Freshmen, *College Students, *Enrollment Trends, Evening Students, Females, *Junior Colleges, Males, Statistical Data, *Student Enrollment, Transfer Students

Identifiers—El Camino College

Data from enrollment figures at El Camino College (California) were traced over a twelve-year period in order to provide a basis for curriculum and program changes. The ratio of male to female enrollment has steadily narrowed until, in 1974, it has almost equalized. The percentage of students enrolled only in classes after 5:00 p.m. shows a slight, but steady decline. While 70 percent of the student body were freshmen in 1963, there has been a drop of from five to ten percent in the early 1970's. Sophomore enrollment has fluctuated over the years, as has the "other" category. The percentage of students enrolled in less than 12 units has increased rather markedly from 1970 to 1975, now standing at 75 percent. The percentage of students taking ten units or less shows a similar pattern. The percentage of students planning to transfer has fallen 20 percent since 1973. Although the percentage of first-time students is comparable to 1963 figures, the variation from Fall to Spring semester has dropped by approximately ten percentage points. (Included are six line graphs.) (NHM)

ED 110 147 24 JC 750 454

Garcia-Kuenzli, Pablo

Pilot Study of Puerto Rican Junior Colleges. Final Report.

Puerto Rico Junior Coll. Foundation, Rio Piedras.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-B-084

Pub Date 15 Nov 73

Grant—OEG-2-2B084

Note—45p.; Not available in hard copy due to marginal legibility of the original. Appendices, pages 43 through 73, have been deleted due to poor reproducibility

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—College Cooperation, College Curriculum, Data Collection, Educational Finance, *Educational Problems, *Educational Trends, Enrollment Trends, *Junior Colleges, *Puerto Ricans, Research Methodology, *Research Problems, Tuition

Identifiers—*Puerto Rico

Despite an arduous effort to cope with modern Puerto Rico's societal needs, Puerto Rican junior colleges' educational offerings are inadequate and often irrelevant. The complexity and peculiarities of the junior college system in Puerto Rico cannot be fully grasped within the existing models for educational research designed for the educational realities of the United States. Relevant comparable data pertaining to the past five years were here gathered and arranged within a new instrument that allows for a comprehensive analytical view of the academic and administrative panorama of junior college education in Puerto Rico. A general overview of the historical trajectory, educational offerings, present needs, and common problems is presented. Data were gathered through a series of questionnaires and by field interviews conducted with administrative and academic personnel. On the basis of the information gathered and analyzed, common problems seem to include the following: high cost of tuition; inadequacy of financial aid, physical facilities, and faculty and administrative development; paucity of vocational offerings; outdated teaching methodology; fierce competition instead of collaboration among institutions. Preliminary recommendations are made, pending a future study. (NHM)

ED 110 148 JC 750 455

Thioux, Jacques P., Ed.

The Future of the Humanities in the Community College. [Conference Summary].

Bakersfield Coll., Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 4 Apr 75

Note—48p.; Summary of the Proceedings of a conference held at Bakersfield College, April 4, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Conference Reports, Course Objectives, Ethical Instruction, Futures (of Society),

*General Education, *Humanities, *Humanities Instruction, *Junior Colleges, Minority Groups, Moral Issues, Relevance (Education), Teaching Methods, *Values, Vocational Education

The keynote speaker at this conference reviewed the ways to overcome the separation between humanists and what is conceived to be the real world. Humanists must not only foster greater appreciation of the arts and expose people to the background of human culture, but engage in direct interaction with critical issues and long-term social choices. This will enhance life and increase the chances of survival. Results and conclusions of conference discussion groups are presented for the following topics: Different and Valid Approaches to Teaching the Humanities—What Are They? Can or Should Morality Be Taught in the Humanities? Should the Humanities Be Popularized? What Kind of Humanities Courses Should Be Offered for Non-Transfer Students? What Problems Are There in Communicating the Humanities, and How Can They Be Solved? How Can the Humanities and Vocational-Technical Education Co-Exist? What Is the Status of Humanities Courses for Ethnic Minorities and Women? and What New Directions Will and Should the Humanities Take? In a special report, a new approach to general education is presented which allows students to choose a set of goals (basic skills, political awareness, etc.) for which a list of courses has been developed. (MJK)

ED 110 149 JC 750 456

Rusbar, Alice M. And Others

The Mini-Grant: A Means for Instructional Improvement through Research. Delgado Coll., New Orleans, La. Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation Criteria, *Incentive Grants, Inservice Programs, Institutional Research, *Instructional Improvement, *Junior Colleges, Program Development, Research Projects, *Research Proposals, Research Skills, *Teacher Developed Materials, Teacher Workshops

Identifiers—*Delgado College

The Institutional Research Office at Delgado College (Louisiana) developed a campus-based mini-grant program awarding funds to individual faculty members proposing projects to improve instruction. Inservice workshops assisted the faculty in grant-writing and research development skills before grant proposals were solicited. Criteria for acceptance of proposals were: (1) the number of students to be affected; (2) the instructional problem under attack; (3) the proposed solution to the problem, its benefits to the students, and the specificity of conception; (4) the expected results and future usefulness of the methods and materials to students and other teachers; and (5) the determination of effective evaluation procedures for student achievement, the methods and materials used. The successful program resulted in faculty awareness of the Research Office's commitment to instruction and of the specific supportive skills available through that office. Appendices include descriptions of the 1975 mini-grants awarded, the composition of the evaluating council, and the evaluation form and criteria. (MJK)

ED 110 150 JC 750 457

Evening College Enrollment Study, Spring, 1975. American River Junior Coll., Sacramento, Calif. Pub Date 14 Aug 75

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—College Students, *Evening Classes, Evening Colleges, *Evening Students, General Education, *Junior Colleges, Questionnaires, *Scheduling, *Student Enrollment, Terminal Students, Transfer Students, Vocational Education

Because of the very early closure of certain courses, a questionnaire was developed and administered to all evening college students registering during a pre-determined period in order to identify enrollment patterns. Another questionnaire was administered following the first census week to students in a 10 percent randomly selected sample of classes that closed late in the registration period and those that did not close,

in order to compare the goals of the students, and the completion rate of the students in these classes. All evening college offerings were studied in relation to time of offering and function—meets degree or graduation requirements, or is offered for general personal development—either transfer or non-transfer. The bulk of the courses which closed early were in occupational areas, while the general education courses remained open until the final registration period. The time of the offering did not seem to have as much influence on closure as the day of the offering. The sooner a student enrolled, the more likely he was to complete the class satisfactorily. Day students registered in the evening in order to resolve work or class schedule conflicts, or because a required class was not offered in the day. (Recommendations are made to resolve course offering imbalances, and 16 tables are appended.) (NHM)

ED 110 151 JC 750 458

Tollefson, Terrence A. Allred, Marcus D. Planning for the North Carolina Community College System: A State-Level Perspective.

Pub Date 29 May 75

Note—19p.; Paper presented at the North Carolina Community Colleges' Conference on Education for Tomorrow's World (Charlotte, North Carolina, May 29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Agency Role, Community Colleges, Educational Planning, *Junior Colleges, Policy Formation, Research Projects, *State Agencies, *Statewide Planning, *Technical Institutes

Identifiers—*North Carolina

This paper reviews provisions of North Carolina's constitution and law relating to the goals and objectives of the Community College System, and discusses the three types of state-level planning conducted by the North Carolina Department of Community Colleges: (1) determining needs and requirements of the System, based on goals and policies of the State Board, views of the citizenry and advisory groups, economic and manpower forecasts, and sponsored research; (2) providing statewide planning services by compiling and reporting data to all institutions on a variety of topics; and (3) assisting institutions in their own planning projects. Examples of the Department's planning activities are JC 750 459, JC 750 460, and JC 750 461. (BB)

ED 110 152 JC 750 459

Johnston, Stephen A. Jolley, Hazel R. North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum.

Research Triangle Inst., Durham, N.C. Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—RM-26U-976-2

Pub Date Jan 75

Note—128p.; Not available in hard copy due to marginal legibility of original document. Appendix C has been deleted due to poor legibility. For a related document, see JC 750 460

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Educational Objectives, *Employment Projections, *Enrollment Projections, Job Training, *Junior Colleges, Labor Market, *Manpower Needs, Population Trends, Regional Planning, *Statewide Planning, Technical Institutes, Vocational Education

Identifiers—*North Carolina

This 10-year strategic plan for the period 1975-85 is one of three interrelated plans developed for the North Carolina Community College System. Population projections, along with projections of labor force participation rates by age, race, and sex are used to project the total labor force in 1985. Projections of employment by industry and of occupational and related training requirements for the 1970-1985 period are made for the state and its 17 official multi-county planning regions, as well as estimates of training needs in 1970. This information is translated into statewide projections of graduates and enrollments in broad instructional areas (college transfer, general education, technical, and vocational) and in extension programs, with associated costs, and construction and faculty/staff requirements. Considerations of the system's

goals, assessment of economic and educational environment, and projections of output from other sectors of the state's educational system are discussed in detail. A description of the projection procedure is appended. (MJK)

ED 110 153 JC 750 460

Johnston, Stephen A. Jolley, Hazel R. North Carolina Community College System Operating Program, 1975-1980. Research Memorandum.

Research Triangle Inst., Durham, N.C.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date Apr 75

Note—80p.; Not available in hard copy due to marginal legibility of original document. Appendix C has been deleted due to poor legibility. For a related document, see JC 750 459

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Employment Projections, *Enrollment Projections, *Job Training, *Junior Colleges, Manpower Needs, *Regional Planning, Statewide Planning, Technical Education, Technical Institutes, Vocational Education

Identifiers—*North Carolina

Using the systemwide enrollment information from the 1975-85 strategic plan for the North Carolina Community College System, this five year (1975-80) operating program plan presents enrollment projections for major program areas by multi-county planning regions and individual institutions. Projections are consistent with past experience, projections of economic activity in the region, and the estimates of unmet training needs in the region as of 1970. Modified institutional projections are compared with the separate projections made by the colleges in 1974. In addition, this document includes projections of employment in 1985 for each of 36 industry groups cross-classified by 128 occupational groups, projections of requirements within each occupational group during 1970-1985, and the training needed for these occupations. Note that these projections are based on manpower projections and do not necessarily relate to the state's mandate for comprehensive education. (Author/MJK)

ED 110 154 JC 750 461

Allred, Marcus D.

The Dissemination of Local-Level, Long-Range Planning Systems to North Carolina Technical Institutes and Community Colleges. Occupational Education Research Project Final Report.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Apr 75

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Colleges, *Followup Studies, *Institutional Research, *Junior Colleges, *Manpower Needs, Models, *Occupational Aspiration, Questionnaires, Research Design, Research Methodology, Statewide Planning, Technical Institutes, Vocational Followup

Identifiers—*North Carolina

A research and development project was conducted to design a system for collecting and processing manpower information at a local level. Three systems for use by local institutions to obtain information needed for long-range planning were developed—an annual survey of high school student aspirations, a follow-up survey of students who leave an institution, and a survey of business and industry concerning employment availability and training needs. Fifty-five of the 57 North Carolina technical institutes and community colleges completed long-range plans by using the model and methods described here (or some variation). In addition, better relationships between the colleges and their potential students and business community resulted. Appendices include the three survey instruments and the printouts for compilation of data, a flow chart for the activities of the dissemination project, and suggested outline format for long-range planning developed by community college personnel. (MJK)

PS

ED 110 155

PS 007 678

Moskowitz, Sarah

Cross Cultural Early Education and Day Care: A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Jun 75

Note—34p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 129, \$1.75)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, Child Care, Child Development, Comparative Education, *Cross Cultural Studies, Cultural Differences, Cultural Environment, *Day Care Programs, *Early Childhood Education, *Foreign Countries, Infancy

This ERIC Bibliography on cross cultural early education and day care is a collection of references for educators and researchers interested in how children are educated and cared for in other countries. References are grouped in 4 sections. (1) Cross cultural studies, (2) A collection of references for each of the 33 countries covered, (3) General early childhood topics, (4) General resources, including organizations and journals. (GO)

ED 110 156

PS 007 898

Parenting in 1975: A Listing from PMIC.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—175p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Bibliographies, Child Abuse, Cultural Pluralism, Discipline, *Early Childhood Education, Exceptional Children, Family (Sociological Unit), Health, Information Services, Learning Activities, *Parent Education, Parent Participation, *Parents, Program Descriptions, *Resource Materials, Safety Identifiers—*Parenting Materials Information Center, PMIC

This bibliography lists materials, programs and resources which appear to be relevant to the needs of parents and those working with parents. The bibliography is a project of the Parenting Materials Information Center (PMIC) being developed by the Southwest Educational Development Laboratory. PMIC will collect, analyze and disseminate information pertaining to parenting. This list is divided into major content areas according to initial classification efforts by the center staff. These major areas have been designated as: (1) academic contents and skills; (2) child abuse; (3) discipline; (4) early childhood activities; (5) exceptional children; (6) family; (7) group relations and training; (8) health and safety; (9) language and intellectual development; (10) large scale programs; (11) multi-ethnic, multi-cultural heritage and contents; (12) parent, school and community involvement; (13) parenting; (14) physical and sensory development; (15) pregnancy and birth; (16) sexual development; and (17) social and emotional development. The scope of each area is defined. Entries include title, author, copyright date, number of pages, price and ordering information where possible. Type of format (book, periodical, program, kit, bibliography, audiovisual, etc.) has also been noted. (ED)

ED 110 157 24

PS 007 910

Austin, Gilbert R. Dittman, Laura

Early Childhood Education in Scandinavia.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—20p.

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805

W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 130, \$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Birth Rate, *Cross Cultural Studies, *Early Childhood Education, Employment Trends, *Equal Education, *National Surveys, Occupational Surveys, *Preschool Programs, Working Women

Identifiers—*Scandinavia

This article discusses the move toward greater equality of educational opportunity in Scandinavia with particular emphasis on early childhood education. The increasing demand for preschool education in Denmark, Finland, Norway and Sweden is related to low birth rates together with increased employment of women and the general demand for equality of educational opportunity. Descriptive summaries of pre-primary education in each of the 4 countries show that preschool programs in Scandinavia are, in response to changing demographic variables, in the process of rapid development and change. The programs offered tend to emphasize a rich play experience, provision of varied non-structured material, linguistic skills, and social and emotional development. (GO)

ED 110 158

PS 007 911

Valenstein, Thelma And Others

At Home with Children. A Resource Book for Family Day Care - Part 1. Summary Report: Educational Day Care Consultation Project - Part 2.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Michigan State Dept. of Social Services, Lansing; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—120p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 131, \$3.50)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Child Care Workers, Childrens Games, Community Resources, *Early Childhood Education, *Family Day Care, Group Discussion, Health, Home Visits, *Inservice Education, Learning Activities, Nutrition, Play, Program Descriptions, Program Evaluation, Recordkeeping, *Resource Materials

This booklet contains a collection of practical resources and activity suggestions for family day care mothers. Materials were gathered in 1973 as part of a 2-year project to train family day care mothers. (A summary report of the project is also provided.) Materials related to the various aspects of providing a safe, healthy, educational environment for young children includes: (1) an outline for the initial parent interview; (2) record keeping aids (income tax tips, attendance sheets, and a day care mother's self-rating form); (3) emergency procedures and information on common health problems; (4) questions and answers pertaining to day care legal issues; (5) nutrition facts; (6) ideas for indoor and outdoor play areas and interest centers; (7) lists of learning activities and equipment for infants, toddlers and preschoolers (including many ways to use cardboard boxes); (8) a list of children's books, and (9) free and inexpensive publications. The summary report of the Educational Day Care Consultation project describes its objectives, features, staff and participants, research component and some results and conclusions. A total of 97 licensed caregivers were included in the project which provided home visits from experienced child care workers, developmental toys and materials for the children, and bi-weekly group meetings. Short appendices include an outline of the group meetings, materials and checklists distributed to participants, and a list of suggested community resources. (ED)

ED 110 159

PS 007 912

DeVries, Rheta Kamii, Constance

Why Group Games? A Piagetian Perspective.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—31p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 132, \$1.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Childrens Games, Cognitive Development, *Educational Theorists, *Egocentrism, Emotional Development, Group Activities, Learning Motivation, Logical Thinking, *Mental Development, Moral Development, *Preschool Education, Social Development Identifiers—*Piaget (Jean)

A Piagetian perspective is used to build a rationale to explain why group games are good for young children. Three major areas in which group games might foster children's development are discussed. In the socioemotional area, the rationale is that moral development, personality development, and autonomy are enhanced by the social context of peer cooperation which group games necessitate. In the cognitive area, group games are said to contribute to the development of logical thinking by forcing children to come out of their egocentricity and to coordinate different points of view. In the area of motivation, the rationale is that children spontaneously engage in group games so that such games must be naturally motivated and can therefore be powerful classroom tools. Several competitive and non-competitive games are discussed specifically and five criteria for good games are suggested. (JMB)

ED 110 160

PS 007 913

Screening and Assessment of Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—44p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 137, \$2.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement Tests, *Annotated Bibliographies, Behavior Problems, *Diagnostic Tests, *Early Childhood Education, *Exceptional Child Education, Gifted, Identification, Learning Difficulties, Learning Disabilities, Learning Readiness, *Screening Tests, Special Health Problems

The purpose of this bibliography is to provide sources of information for educators, researchers, and students on: (1) the identification of children with potential learning problems (learning disabilities, behavioral difficulties, health problems); (2) screening for language, reading, and math readiness; and (3) assessment of the gifted child. Citations included are from "Resources in Education (RIE)", from March 1973 to January 1975, and from the "Current Index to Journals in Education (CIJE)", from October 1972 to September 1974. There are 53 annotated entries from "RIE" and 40 journal references. Indexed descriptor terms are included for each citation. (Author/ED)

ED 110 161

PS 007 923

Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10.

Education Commission of the States, Denver, Colo.

Pub Date Dec 74

Note—106p.; Report of the Education Commission of the States, Early Childhood Task Force. Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, \$1.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Achievement, Child Development, Childhood Needs, Cost Effectiveness, *Day Care Services, *Delivery Systems, *Early Childhood Education, Educational Needs, Educational Policy, Federal State Relationship, Financial Policy, *Preschool Programs, *Public Policy, State Federal Support, State Programs Identifiers—*Education Commission of the States

This report contains the texts of addresses and panel discussions presented at a symposium of state decisionmakers. Five aspects of child and family services were explored: (1) priorities for

creating and expanding child development services; (2) effective service delivery systems; (3) the relationship between state and federal governments (on the issue of child development); (4) costs of various approaches to child and family services; and (5) sources of technical assistance. The addresses, made by major state and national government personalities, included: "Making Children a Public Issue"; "Reassessing Our Educational Priorities"; "Public Policy and Early Childhood Education—a Buddhist Garden"; "Families and Children: Why Do We Ignore Their Needs?"; and "Making State Policies for Children." Organizing delivery services was the topic of two panel discussions; another panel examined day care and cost effectiveness. A list of program participants and a list of resource consultants are included. (ED)

ED 110 162 PS 007 935
Wooner, Rosestelle B., Ed.

Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition. Memphis and Shelby County Health Dept., Tenn. Pub Date [74]
Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Accident Prevention, Accidents, Behavioral Objectives, Concept Teaching, *Curriculum Guides, *Early Childhood Education, Learning Activities, Pedestrian Traffic, *Safety, *Safety Education, Student Centered Curriculum, Teacher Developed Materials, Traffic Accidents, Traffic Safety
Identifiers—Memphis and Shelby County Health Department, *Tennessee

This curriculum guide attempts to help the early childhood teacher show children how to incorporate safety precautions into daily life. Good safety practices can prevent the death or injury of young children by automobile, truck, bus, pedestrian, bicycle, and tricycle accidents. The guide focuses on student involvement in the learning process and includes sections on pedestrian safety, vehicle safety, and pedestrian and vehicle safety evaluation procedures. The sections are subdivided into cluster concepts, with related behavioral objectives and learning episodes. Included in each section are learning activities, arranged in order of difficulty, which relate safety rules and precautions to the children's own lifestyles in order to help them evaluate and make decisions concerning potentially hazardous situations. The last section offers further suggestions for implementation of objectives and concepts. (ED)

ED 110 163 PS 007 936

Wright, Charlene J. And Others
A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds.

Pub Date [75]
Note—24p.; Pages 16-19 have been filmed from best available copy

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, Child Rearing, *Early Childhood Education, Economic Disadvantage, Educational Disadvantage, Family Influence, *Home Programs, Interaction, *Intervention, Mothers, Parent Child Relationship, *Parent Education, Program Evaluation, Social Class, *Teaching Styles, Video Tape Recordings

The general objective of this study was to determine the effects on maternal teaching styles of a weekly home-visit intervention program designed to further effective parenting of children aged 0-5, in low-income, low-education families. Assessment was made by comparing the results of the coding of video tape recordings of interactions between mothers and their 5-year-olds in their homes. The experimental group of 30 mothers who had participated in the intervention program, was compared to a control group of 10 mothers with similar low economic and educational backgrounds. The tapes included a 10-minute teaching session and 2-minute story-telling episode for each mother-child dyad. A brief review of research relating children's development to several family and parent variables is presented. The value of using video tapes for naturalistic home observation combined with an independent coding technique is noted. Experimental dyads were found to interact more often

than control dyads in the areas of affect, teaching styles, togetherness, and communication. (ED)

ED 110 164 PS 007 937
Lippman, Marcia Z. Grote, Barbara H.

Social-Emotional Effects of Day Care. Final Project Report.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date Jun 74

Note—380p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Child Care Centers, Child Rearing, *Comparative Analysis, Curiosity, *Day Care Services, *Emotional Adjustment, Family Day Care, Interviews, Motivation, Parent Attitudes, Parent Child Relationship, Parent Influence, Preschool Children, *Preschool Education, Self Concept, Sex Role, *Social Adjustment, Working Women
Identifiers—*Washington (Seattle)

This study compared the effects of group day care, family day care, and full parental care on such aspects of children's social-emotional adjustment as curiosity, attachment, self-concept, sex role, achievement motivation, impulse control, cooperation, and sharing. Initial differences between groups were controlled by matching on race, sex, number of parents in the home, number of siblings, and mother's education. Data on the 282 4-year-olds participating were gathered in three ways: (1) interviews with the mothers concerning their attitudes toward their child and their child rearing practices, (2) observational behavior ratings of the child by the primary caretaker and (3) games and tasks designed to elicit samples of particular types of behavior in a laboratory setting. Some of the trends observed in the data were: (1) family day care may tend to foster curiosity, independence, and delay of gratification; (2) home-rearing may allow girls more freedom to express interest in opposite sex toys and activities; (3) late entry into a center may lead to increased parent orientation; and (4) day care experience may decrease the tendency for children to overestimate their abilities in selecting both physical and academic tasks. The overall results of the project, however, suggested that day care experience did not produce outcomes that were markedly different from home experience outcomes. (JMB)

ED 110 165 95 PS 007 939

Young, William T.
Music and the Disadvantaged: A Teaching-Learning Project with Headstart Teachers and Children. Final Report.

Stephen F. Austin State Univ., Nacogdoches, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-2-FO-65
Pub Date 1 Nov 73

Contract—OEC-6-72-0741(509)

Note—290p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Disadvantaged Youth, *Inservice Teacher Education, Instructional Materials, Learning Activities, Manuals, Musical Instruments, *Music Education, *Preschool Education, Preschool Programs, *Program Evaluation, Vocal Music, Workshops

Identifiers—*Project Head Start
This study investigated the effectiveness of a music program designed especially for disadvantaged children and implemented by personnel already involved in the operation of Headstart programs. A total of 12 Headstart centers in Texas and Louisiana were included, 2 of which constituted the control group. Each teacher participated in a 3-day workshop and was supplied with simple instruments, several recordings, and a lesson manual (containing 90 lessons). Subjective and objective evaluations of the teachers were made during the workshops. Measures of final ability and amount and percentage of improvement were used to determine the progress of the 76 experimental and 33 control children. Individually, the experimental children showed comparatively fewer regressions and far more individual improvement than did the control group. It was found that Headstart teachers, given minimal training and direction, produced substantial improvement in the music ability of their children. The report is divided into three sections:

(1) introduction and methods, (2) results, and (3) conclusions and recommendations. Appendixes make up two-thirds of the report and include source materials and the full teaching manual. (ED)

ED 110 166 PS 007 940

Shelton, Wendy Conklin And Others
Social Development in Young Children: A Report for Teachers.

Washington Univ., Seattle.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—NIE-G-0-74-0058

Note—136p.; For related document, see PS 007 941

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Aggression, Behavior Theories, *Early Childhood Education, Educational Practice, Educational Strategies, Effective Teaching, Literature Reviews, Moral Development, Motivation, Peer Relationship, *Psychological Studies, Research Utilization, *Social Behavior, *Social Development, Teacher Behavior, *Teaching Techniques

This report provides preschool and early elementary schoolteachers with a summary of current research and theories on the social development of young children, relating the findings of psychological studies to classroom practice in the areas of cooperative behavior, moral development, achievement motivation, and the dynamics of peer interaction. Based on the idea that psychological research often provides a basis for the procedures that teachers use in the classroom, this report is designed to relate research findings to the practical issues teachers face in the classroom. For each topic, 3 types of information are presented: (1) Narrative discussions of psychological research in which the research findings presented are illustrated with specific examples; (2) a digest of recommendations which chart specific classroom teaching techniques with a rationale based on pertinent research findings; and (3) a reference section to assist further study. (GO)

ED 110 167 PS 007 941

Jackson, Nancy Ewald And Others
Cognitive Development in Young Children: A Report for Teachers.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—NIE-G-74-0058

Note—128p.; For related document, see PS 007 940

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Attention, *Cognitive Development, Discrimination Learning, *Early Childhood Education, Educational Practice, Educational Strategies, *Intellectual Development, Language Development, Literature Reviews, Logical Thinking, Memory, Nonstandard Dialects, *Psychological Studies, Research Utilization, *Teaching Techniques

Identifiers—*University of Washington

The aim of this report was to provide teachers of preschool and early elementary school children with a brief summary of current psychological research and theory concerned with the development of cognitive skills in young children. Psychological research often provides a basis for procedures teachers use in the classroom. Each chapter of the report begins with a digest of recommendations which summarizes major psychological findings and their practical implications. The digest is intended to serve as a quick reference guide and an introduction to topics explained in more detail in the narrative section which follows. Narrative sections present discussion of psychological research on attention and discrimination, memory, language, and logical thinking in children. Research findings are presented and explained, and specific examples are given which explain in detail how the psychological findings might be used in the classroom. Extensive reference sections at the end of each chapter document sources of information for further study. (Author/BRT)

ED 110 168 PS 007 942

Early Childhood Education. First Annual Evaluation Report 1973-74.

California State Dept. of Education, Sacramento.
Office of Program Evaluation.
Pub Date [75]
Note—38p.

Available from—Early Childhood Education,
State Department of Education, 721 Capitol
Mall, Sacramento, California 95814 (Paper, no
price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comprehensive Programs, *Early Childhood Education, Health Services, Inservice Education, Language Skills, Mathematics Instruction, Parent Education, Parent Participation, *Program Descriptions, *Program Evaluation, Reading Improvement, Staff Improvement, *State Programs, State Standards
Identifiers—*California State Department of Education

This report provides a statewide summary and evaluation of the first year of operation of the early childhood education program funded by the State of California. Approximately 800 school districts throughout the state provided early childhood education programs for 172,073 pupils in K-3 (14 percent of statewide enrollment). Master plans, developed by parents, teachers, and administrators in the participating schools, were designed to assure individualized instruction for children beginning at age 3 years, 9 months. The program components included: community and parent participation and education, emphasis on increasing pupil competencies (especially in reading, language, and mathematics), program staff development and inservice education, health care services, and locally needed options. The evaluation of program components focuses on the effectiveness of individual programs in meeting their own objectives. Program weaknesses are also discussed. Overall program results indicate significant improvement of pupil achievement, especially for disadvantaged children. Approximately one-third of the report is made up of tables. (ED)

ED 110 169 PS 007 943

Litman, Fran And Others
Becoming a Child Development Associate: A Guide for Trainees.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 74
Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Opportunities, Child Care Occupations, *Child Care Workers, Credentials, *Federal Programs, Individualized Programs, *Performance Based Teacher Education, Program Costs, *Program Descriptions, *Teacher Education

Identifiers—CDA, *Child Development Associate
The purpose of this guide is to introduce the Child Development Associate (CDA) program, a national effort to train, assess, and grant a professional credential to people who work with young children. This program is designed to fill the need for trained staff in Head Start, day care, nursery schools, and preschool programs. The six CDA competency areas include: (1) creating a safe and healthy learning environment; (2) advancing children's physical and intellectual abilities; (3) developing a child's positive self-image; (4) building a healthy group environment; (5) coordinating home and center experience; and (6) carrying out supplementary responsibilities. Specific competencies in each of these areas are also listed. The common characteristics of various CDA training programs are described: (1) training in the six competency areas; (2) integration of academic and field experiences; (3) individualized training; (4) flexible scheduling; (5) college accredited coursework in most programs; and (6) ongoing assessment. Basic features of the formal procedure for credentialing are outlined. Questions and answers concerning the trainee's role, time required, costs, career opportunities, and training availability are included. (ED)

ED 110 170 PS 007 944

Kaufman, Maurice
The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts.

Pub Date [74]
Note—45p.; For the 1971-1972 report, see ED 070 525; for the 1972-1973 report, see PS 007 945

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement Gains, *Arithmetic, Comparative Analysis, Educationally Disadvantaged, *Instructional Programs, Language Development, Learning Disabilities, Mathematical Concepts, Oral Expression, *Primary Education, *Program Evaluation, *Reading Achievement, Self Concept, Student Attitudes, Test Interpretation, Word Study Skills

Identifiers—*Distar, Elementary and Secondary Education Act Title I, ESEA Title I, Massachusetts

This report describes the evaluation of the 1973-1974 Distar I and Distar II programs, which were used as Title I programs for first and second graders. Distar I was used with two first grade classes; Distar II was used with two second grade classes. Children who had completed two years of Distar instruction received traditional instruction in third grade. The possible advantages (achievement in arithmetic computation) and disadvantages (inadequate word-meaning, paragraph-meaning, and arithmetic concept skills development), which were indicated in past comparative analyses of the Distar I and II programs, were reexamined. Findings suggest that: (1) the Distar program for first graders had no advantage over conventional instruction in developing oral language ability; (2) the second grade Distar program was strong in spelling, word study skills, and possibly in arithmetic computation; and (3) at the end of the third grade, Distar pupils appeared to perform approximately at grade level with distinct strength in arithmetic computation. Recommendations, including proposed steps toward redefining Title I populations and programs, are suggested. Appendixes contain data tables and other supportive material. (BRT)

ED 110 171 PS 007 945

Kaufman, Maurice
The Effect of the DISTAR Instructional System: An Evaluation of the 1972-1973 Title I Program of Winthrop, Massachusetts.

Pub Date [73]
Note—21p.; For the 1971-1972 report, see ED 070 525; for the 1973-1974 report, see PS 007 944

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement Gains, *Arithmetic, Comparative Analysis, *Instructional Programs, Language Development, Longitudinal Studies, Mathematical Concepts, Oral Expression, *Primary Education, *Program Evaluation, *Reading Achievement, Reading, Comprehension, Reading Skills, Word Study Skills

Identifiers—*Distar, Elementary and Secondary Education Act Title I, ESEA Title I, Massachusetts

This report describes comparative evaluations of the Distar I (first grade) and Distar II (second grade) programs which were carried out in 1972-1973. Results showed: (1) the Distar program for first grades had no conclusive advantage over traditional instruction for the development of oral language or reading achievement; and (2) second grade Distar pupils scored below grade placement in word meaning, word study, paragraph meaning, language, and arithmetic skills. Since children were initially selected for the Distar program on the bases of low readiness scores, performance below grade level was not unexpected. The Distar pupils overcame the discrepancy between grade placement and achievement that existed at the end of second grade, and as a group performed at grade level at the end of the third grade. It was suggested that instruction with the Distar system might be improved by providing greater opportunity for children to develop comprehension and sight vocabulary. (BRT)

ED 110 172 PS 007 946

Langham, Barbara
The Darker Side of Childhood: 46 Things You Need to Know About Texas Children.

Texas State Dept. of Community Affairs, Austin.
Office of Early Childhood Development.

Pub Date 1 Nov 74
Note—96p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Child Abuse, *Childhood Needs, *Child Welfare, *Early Childhood, *Economic Disadvantage, Environmental Influences, Family Characteristics, Family Health, Health

Needs, Infant Mortality, Low Income States, Social Services, *State Surveys, Statistical Surveys, Working Women

Identifiers—OECD, Office of Early Childhood Development, *Texas Department of Community Affairs

This illustrated book lists 46 facts relating to child care, families, nutrition, health, and public services. The book was prepared to call attention to the needs of young children in Texas. The information was collected from such sources as the U.S. Census Bureau and the State Department of Health's Bureau of Vital Statistics, as well as from the Texas Nutrition Survey of 1968-69 and the Texas Household Survey of Families with Children Under Six, commissioned by the Texas Department of Community Affairs in 1973. Some of the facts reported are: 3 of 4 families with children under 6 in Texas have moved in the last five years; 76,000 children under 6 in Texas were born without prenatal care; 75,000 Texas preschoolers eat no breakfast; 84 percent of working mothers with children under 6 in Texas are working because of economic necessity; among Texas children under 6, 1 in 3 is in a child care arrangement; and a poor child has less chance of receiving public social services in Texas than in any other state in the nation. (Author/BRT)

ED 110 173 PS 007 947

Schwebel, Milton
The Role of Experience in Cognitive Development.

Pub Date 24 Jan 75
Note—33p.; Paper presented at the Invitational Interdisciplinary Seminar (5th, University of Southern California, January 24, 1975); Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Classification, *Cognitive Development, Cognitive Processes, Conservation (Concept), Educational Experience, *Educational Research, *Elementary Education, Individual Differences, Intervention, *Learning Processes, Literature Reviews, Logical Thinking, Slow Learners, *Teaching Techniques
Identifiers—*Piaget (Jean)

This paper presents a discussion, based on current research, of what can be done to help children achieve the highest level of cognitive development (Piaget's formal operations). The four factors which Piaget found to be involved in cognitive development are discussed in relation to recent research. These factors include: (1) organic growth and maturation; (2) exercise and acquired experience in action on objects; (3) social interaction and transmission; and (4) equilibration (self-regulation). Ten applications derived from theoretical research pertaining to these fundamental factors are presented as they relate to the development of training programs and teaching techniques appropriate in helping children achieve fuller cognitive development. Topics include the nature of the learning process, social interaction, teacher expectations, the value and structure of intervention programs, the degree to which children's thinking is subject to adult influence, and mastery learning. (ED)

ED 110 174 PS 007 948

Johnson, Clara L.
Child Abuse: Some Findings from the Analysis of 1172 Reported Cases.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 75

Note—12p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 2-5, 1975); Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Age Differences, *Child Abuse, *Child Welfare, *Demography, Injuries, *Parent Child Relationship, Parents, Racial Differences, Sex Differences, *State Surveys
Identifiers—*Southeastern United States

A sample of 1,172 cases of both confirmed and unconfirmed child abuse was analyzed in an attempt to identify major demographic variables which might be associated with differential case handling. The data were collected by transferring

previously recorded information on child injury cases from state central registries to a standardized form. The majority of cases involved children under 6, males, and whites, although the more serious injuries tended to be suffered by children under 3, males, and blacks. It was found that most children were abused by their own parents in their own homes and that parents tended to abuse children of their own sex. When the data on cases of confirmed versus suspected abuse were examined, two types of differential case handling were indicated. First, female perpetrators tended to inflict more serious injuries but were less frequently confirmed as abusers, thus raising the question of greater leniency toward female perpetrators. Second, the disproportionately larger percentage of cases confirmed as abuse for white children under 1 as compared to black children in the same age range suggested that different criteria might be used in handling cases for different racial groups. Neither of these biases were strongly supported, and a replication with a larger sample was recommended. (JMB)

ED 110 175 PS 007 949

Ryan, Janice, Ed.

Social Services and the Family.

Learning Inst. of North Carolina, Durham.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—63p.

Available from—Learning Institute of North Carolina Leadership Development Program, 800 Silver Avenue, Greensboro, North Carolina 27403 (Paper, \$1.25; 10 or more copies, \$1.00 each)

Journal Cit—Idea Exchange; v5 n2 Winter 1975

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Budgets, *Child Abuse, Child Advocacy, Child Rearing, Community Services, Early Childhood Education, *Family (Sociological Unit), Family Counseling, Family Influence, Family Involvement, Family Problems, Family Resources, *Family Role, *Intervention, Parent Child Relationship, Parent Education, *Social Services

This publication contains short articles and materials which focus on various aspects of intervention, child abuse, neglect and advocacy, family problems, services, and parent education. Included is a general review of the last decade of early intervention programs. Child abuse, neglect, and advocacy materials include definitions of relevant terms, a transcript of an agreement between a Head Start agency and a local department of social services on child abuse and neglect policies, and a review of a handbook designed for child advocates. Articles which focus on the family include discussions of the influence of the family on a child's development, budgeting, the changing American family and its importance, suggestions for preparing a community resource booklet for parents, information on the new Family Privacy Act, and a list of agencies and organizations which serve families and children. Also included are a schedule for training a social services/parent involvement staff, guidelines for developing helping relationships, and reading lists pertaining to emotional deprivation in early life and professional support to the family. (ED)

ED 110 176 PS 007 950

Lazarus, JoAnn M.

The Effects of a Kindergarten Mathematics Program Implemented through In-Service Teacher Education.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Classroom Research, *Early Childhood Education, *Experimental Curriculum, *Inservice Teacher Education, Intellectual Development, *Kindergarten Children, Mathematical Concepts, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction

The purpose of the present study was to assess the overall effectiveness of a program of selected mathematical experiences for kindergarten children implemented through an inservice teacher education program. A total of 284 children from 10 public schools participated in the study. A

booklet containing suggested teaching methods, special instructional materials, alternative methods for teaching mathematical concepts, and useful references was developed for the teachers. It included a variety of mathematical activities in the areas of set theory, numeration, geometry, and measurement. Supplementary materials, such as weekly and daily plans and a materials checklist, were also included. Activities were related to the child's real-life experiences, level of competence, and interests; and were intended to be interesting, to encourage creativity, and to be easily incorporated into typical kindergarten activities. Three inservice meetings for participating teachers were held following the pretesting of the children. The Comprehensive Mathematics Inventory was used in the study. Despite the lack of control group comparison measures, results indicated that the curriculum design was effective. (Author/ED)

ED 110 177 PS 007 953

McCoy, Elin

Teacher's Guide to Accompany "Read and Tell 1," "Read-It-Yourself 1, Book A," "Read-It-Yourself 1, Book B," "Do-It-Yourself 1."

Pub Date [75]

Note—297p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (Paper, \$7.60)

Document Not Available from EDRS

Descriptors—Cognitive Development, *Curriculum Guides, *Early Childhood Education, Instructional Materials, Kindergarten Children, Language Development, *Learning Activities, Motor Development, Perceptual Development, Prereading Experience, *Reading Readiness, Reading Skills, Student Centered Curriculum, *Teaching Guides

This teacher's guide is composed of reading readiness activities for kindergartners designed to: (1) lead from teacher-directed instruction toward independent learning and reinforcement activities; (2) help the teacher build on each child's previous background while teaching new learning strategies; and (3) emphasize six readiness areas (language, cognition, comprehension, perception, motor skills, and attitude). The guide contains 10 units with 5-7 lessons in each. Objectives, resource materials, and activities for the whole class, more advanced activities for children who are ready, and activities for children who need additional help are given for each lesson. The major skills emphasized include: oral language development, language concepts, and motor skills (left to right progression), concept development (sequencing), critical thinking, comprehension, visual skills (matching), auditory skills (listening, discrimination, identification), letter name knowledge, and attitudes toward books and reading. Content areas focus on feelings, families, farms, supermarkets, foods, pets, homes, community workers, weather, and construction. Although the guide is designed to be used as the first level in Macmillan's Reading Readiness Program with related program texts, many of the activities employ teacher-made or teacher-collected materials. (ED)

ED 110 178 PS 007 954

Day Care Licensing and Regulation: A Program Evaluation.

Illinois Economic and Fiscal Commission, Springfield.

Pub Date Oct 74

Note—163p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—*Certification, Child Care Centers, Child Care Workers, Child Welfare, *Day Care Services, *Early Childhood Education, Family Day Care, Parent Attitudes, Preschool Education, Program Evaluation, State Legislation, *State Licensing Boards, *State Standards

The purpose of this study was to investigate the ability of the State licensing and monitoring program to safeguard children and to determine whether licensing and monitoring were being uniformly applied throughout Illinois. In order to address these questions, information was collected from three sources: (1) interviews with representatives of the State agencies involved in the regulation of day care facilities and with the State employees who license day care homes and centers, (2) surveys of day care operators, day care workers, and parents of children in day care,

and (3) special studies designed to check on the uniformity of application of standards and the actual compliance with standards. The findings generally indicate that the quality of licensing, monitoring, and enforcement functions all appear to be limited to some extent by insufficient personnel and heavy workloads. Four types of recommendations are offered: (1) those intended to ensure uniform application of day care standards, (2) those which would enable day care consumers to play a larger role in day care regulation, (3) those designed to achieve more effective use of personnel, and (4) those which would improve the general effectiveness of monitoring and enforcement. (JMB)

ED 110 179 PS 007 956

Olds, Sally Wendkos

The Mother Who Works Outside the Home.

Child Study Association of America, Inc., New York, N.Y.

Pub Date 75

Note—79p.

Available from—Child Study Press, 50 Madison Avenue, New York, New York 10010 (Paper, \$1.50 plus \$0.45 for postage and service)

Document Not Available from EDRS

Descriptors—*Career Choice, *Child Care, Day Care Services, Emotionally Disturbed Children, Family Income, *Family Relationship, One Parent Family, Working Parents, *Working Women

Issues confronting the working mother are explored, including child care, career counseling, family relationships, the one-parent family, and the troubled child. Readers are told that there are almost no constant differences found between the children of employed and nonemployed mothers. Children develop best when the mother herself is satisfied with what she does, whether she's staying at home or working. Working mothers are encouraged not to feel guilty about spending less time with their children than their stay-at-home counterparts, whether they need to work or not. Quality, rather than quantity of maternal child care is stressed. Tips are offered to help the employed mother organize her life more easily and satisfactorily. Additional sources of help for working mothers such as agencies, organizations, and books of special interest are mentioned. (BRT)

ED 110 180 PS 007 957

Denne, Joan M.

Mothers Don't Have Long Hair: An Exploratory

Study of Preschool Perceptions of Mother.

Northeastern Illinois Univ., Chicago.

Pub Date Apr 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Abstraction Levels, Age Differences, Child Language, Middle Aged, *Mothers, *Parent Child Relationship, Parent Role, Perception Tests, *Perceptual Development, Physical Characteristics, *Preschool Children, Preschool Education, Semantics, Sensory Integration, Sex Differences, Sex Stereotypes, *Visual Perception

Identifiers—Parent Age

A class of preschoolers, aged 44-63 months and grouped according to age, sex, sibling position, family size and the occupation of each parent, were the subjects of a 2-part study to examine preschoolers' perceptions of mothers. In the first part of the study, each child was shown 4 sets of pictures depicting a variety of possible mother figures. The child was asked, "Which of these are mothers?" with no limit on the number of choices made. The findings suggest that age of the depicted mother was the most important perceptual detail and that the 'composite mother' constructed from the most often chosen pictures in each set was a middle-aged woman with medium-length hair holding her child. The number of choices made ranged from 3-11 out of a possible total of 12. It is suggested that variability and number of perceptual details which contribute to a child's concept of 'mother' is a representative measure of his conceptual development. In the second part of the study, each child was asked to draw a picture of a mother. The picture analysis suggests that: (1) boys and young children perceive mothers as more corrective than girls and older children, (2) children from blue-collar families perceive mothers as more supportive and more feminine than children from white-collar

families do, and (3) children's perceptions of maternal role become broader with increasing age. (GO)

ED 110 181 PS 007 958

Dusewicz, Russell A. O'Connell, Mary Ann
The Pennsylvania Research in Infant Development and Education Project: A Five Year Perspective.
 Pub Date Apr 75

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement Gains, Child Care Centers, Cognitive Development, *Comparative Analysis, Home Programs, Home Visits, Infants, Intelligence Quotient, *Intervention, Language Development, Parent Education, Parent Participation, Preschool Curriculum, *Preschool Education, *Preschool Programs, *Program Evaluation, Social Development

A comparative evaluation of the effectiveness of center-based, home-based and parent-based delivery systems for preschool intervention services was undertaken. Over a 5-year period, the Pennsylvania Research in Infant Development and Education Project enrolled more than 170 disadvantaged children in its two principal component programs: the center-based program and the home-based program. A third component, the parent-based program, was superimposed on the other two by involving 20 mothers of randomly chosen children who were simultaneously participating in either the center- or home-based programs. Children in all three programs were enrolled between the ages of 12 and 20 months for a 2-year period. Statistical analyses of pre- and posttest data on an extensive battery of test measures pooled over this 5-year period showed that both the center-based and home-based programs produced significant developmental gains, but that the center-based program was significantly more effective. The addition of the parent-based program did not result in further gains for children in either the center-based or home-based programs. (JMB)

ED 110 182 PS 007 977

The PRIDE Project: Assistant Teacher Manual.
 West Chester State Coll., Pa.

Spons Agency—Dolfinger-McMahon Foundation, Philadelphia, Pa.; Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
 Pub Date Jan 73

Note—69p; The Pennsylvania Research in Infant Development and Education Project (PRIDE)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activities, Child Development Centers, Discipline, Home Programs, *Infants, Instructional Materials, *Manuals, Positive Reinforcement, *Preschool Children, *Preschool Education, Teacher Orientation, *Teacher Role
Identifiers—*Pennsylvania Research Infant Development Proj, PRIDE

This manual, designed to orient new assistant teachers to the principles and routines of the Pennsylvania Research in Infant Development and Education (PRIDE) project, a center-based program enrolling 43 children ages 12-38 months, contains a brief section giving background information on the project and the project's specific guidelines for assistants, and two major sections on procedures and methods and materials. The procedures section details useful practical ideas for helping with the children throughout the daily sessions. The methods and materials section is written to acquaint the new assistant with some of the learning resources of the project and to provide an explanation of how and why these materials are used. The final section of this manual orients the assistant teacher to the two home-based programs operated by the project. (GO)

ED 110 183 PS 007 978

Rauch, Marian D. Crowell, Doris C.
Toward High Quality Family Day Care for Infants and Toddlers. Final Report.

Hawaii Univ., Honolulu. Dept. of Human Development.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Nov 74

Note—217p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Attendant Training, *Child Care Occupations, Cognitive Development, Demography, Developmental Programs, *Disadvantaged Youth, *Early Childhood Education, Emotional Development, Evaluation Criteria, *Family Day Care, Physical Development, Social Development, Testing Programs, Welfare Recipients

Identifiers—*Infant Satellite Nurseries Project, Model Cities Program

Reported were the results of a project which established a cluster of family day care homes in Hawaii in which caregivers were selected, trained, and provided with supportive services and salaries. The primary objective of the program was to provide a replicable, high quality program for preschool children that would maximize social, emotional, cognitive, and physical development. A selection system for caregivers evolved that enabled project staff to choose competent or potentially competent caregivers 88 percent of the time. The procedure involved self-selection and staff evaluation. Applicants who were selected received intensive training in child care and development. Preschoolers were selected for the program from welfare homes where parents were working or in job training. The developmental progress of the children enrolled in the project was significant, especially in language development. Repeated measures were also taken in cognitive, psychomotor, and social-emotional areas, and in every case, the children maintained or increased their rate of development. (BRT)

ED 110 184 PS 007 979

Takanishi, Ruby And Others
ASUCLA Child Care Center Workshop Evaluation and Documentation Report: A Project of the Faculty and Students of the Early Childhood Development Specialization.

California Univ., Los Angeles. School of Education.
 Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jul 74

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Child Care, *Day Care Programs, *Early Childhood Education, Instructional Materials, Laboratory Schools, Language Development, Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, *Participant Satisfaction, Personality Development, *Preschool Workshops, Questionnaires, Social Development

Identifiers—*National Institute of Mental Health

This report presents a description and evaluation of a workshop to discuss issues in day care. Topics discussed included forms of day care, language acquisition, bilingualism, personality and social development, day care curriculums, and caregiving. Participants in the workshop were the staff of a university-subsidized day care center, parents of children attending the center, faculty and students from the subsidizing university, and local professionals in early childhood education and day care. The participants' evaluation of the workshop, expressed in discussion groups and in responses to questionnaire questions, reflected a need for more communication between parents and staff of the child care center. Students in the university also requested more opportunity to become involved in the planning of content sessions of future workshops. Evaluation results indicated that the workshop achieved the objectives of providing a means of communication between parents and staff of the day care center and the training of students in the conduct of field applications of child development theory and research. (BRT)

ED 110 185 PS 007 980

Stone, Helen D. Hunzeker, Jeanne M.
Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers.

Child Welfare League of America, Inc., New York, N.Y.

Pub Date 74

Note—108p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (Publication No. F-49, paper, \$5.95)

Document Not Available from EDRS

Descriptors—*Educational Programs, *Foster Children, *Foster Family, Inservice Education, Inservice Programs, Models, Parent Education, Preservice Education, *Program Descriptions, Resource Materials, Seminars, Social Services, *Social Workers, Staff Improvement, Teaching Models, Training Techniques
Identifiers—*Foster Parent Education

This book provides basic material on preservice and inservice instructional programming for foster parents and foster family social workers, and describes a number of program models in which these basic materials are being implemented. The materials (most of which were developed for the June 1973 Invitational Training Seminar at St. Louis University) are organized around five basic topics: (1) preservice training for foster parents prior to child placement; (2) inservice training for foster parents; (3) practical approaches to program staff training and development; (4) funding resources; and (5) resources for developing program content. Background information, seminar course outlines, descriptions of from two to five currently operating models, and reading and film resources are presented for each of the four basic types of training programs (preservice and inservice parent training, worker training, and staff development). Educational principles, methods, and resources for noneducators (social workers) who become program instructors are suggested. Various funding resources are identified and described; lists of related resources (publications, inexpensive published materials, films, and publishers of referenced materials) are included. (ED)

ED 110 186 PS 007 981

Bingham-Newman, A. M. And Others
Logical Operations Instruction in the Preschool.

Final Report—Hatch Research Project 142-1769, July 1st, 1971, to August 30th, 1974.

Wisconsin Univ., Madison. Div. of Early Childhood Education.
 Pub Date 30 Aug 74

Note—132p; Summary of dissertations by Ann Bingham-Newman and Ruth Saunders, University of Wisconsin; For the interim report, see ED 078 912

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Cognitive Development, *Comparative Analysis, *Curriculum Development, *Curriculum Evaluation, Developmental Tasks, Experimental Curriculum, Intellectual Development, Learning Theories, Preschool Curriculum, *Preschool Education, Preschool Programs, Statistical Analysis
Identifiers—*Piaget (Jean)

This study attempted to develop, implement, and evaluate an experimental preschool education program based on Piaget's theory of cognitive development. A further goal was to examine Piaget's theoretical assumptions and postulated cognitive developmental trends for a 2-year period of the preoperational substage. A total of 48 3- to 5-year-olds participated in the project for the full 2-year period. Half the children attended the experimental Piagetian preschool and half attended a conventional preschool program. Evaluation measures used were the Peabody Picture Vocabulary Test, the RAVEN Coloured Progressive Matrices, and eight representative Piagetian tasks on seriation, classification, transitivity, conservation, measurement, and class inclusion. Normative longitudinal and cross-sectional analyses were used to examine data within the general area of the acquisition of cognitive abilities; within-stage intraindividual performance correspondences, developmental sequences in task performances, experimental/control group comparisons, and sex differences in task performance. The results suggested that although Piagetian theory provided a very workable and stimulating foundation for a preschool curriculum, program effects in this research were overshadowed by the large degree of individual variation in the rate and sequence of cognitive developmental acquisitions in the preoperational stage. (JMB)

ED 110 187 PS 007 982

Reynolds, Robert N.

A Two-Year Evaluation of the Comparative Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.
 Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Spans Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 75

Grant—NE-G-00-3-0190

Note—112p.; For related document, see ED 093 907

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Achievement Gains, Basic Skills, Classroom Environment, *Comparative Analysis, *Elementary Education, Instructional Programs, *Open Education, *Program Evaluation, Self Concept, Student Attitudes, Teacher Attitudes, *Traditional Schools
Identifiers—*Pennsylvania Department of Education

This study was a 2-year comparison of the effects of open classroom versus traditional instruction on children's self-concept, attitudes toward school and achievement of basic skills. The 250 participants were students in grades 1-6 of two elementary schools — one utilizing an open classroom approach and the other a traditional approach. The measurement instruments used included the Piers-Harris Self-Concept Scale and the Pictorial Self-Concept Scale, the "Faces" Inventory, and the Stanford Achievement Test. Pretests on the three variables were administered in May and June of 1972 and posttests were administered in May and June of 1974. In addition, data related to teacher attitudes and classroom environment and practices were collected and analyzed. The results of an analysis of covariance did not provide support for any conclusive comprehensive statements concerning the relative effectiveness of the open or the traditional instructional program. However, there was evidence to suggest that the open classroom instructional program effected positive changes in the affective areas of self-concept and attitude toward school. Students in both instructional programs performed equally well in the achievement of basic skills. (JMB)

ED 110 188 PS 007 984

Grow, Lucille J. Shapiro, Deborah
Transracial Adoption Today: Views of Adoptive Parents and Social Workers.

Child Welfare League of America, Inc., New York, N.Y.

Spans Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-59

Pub Date 75

Note—103p.

Available from—Child Welfare League of America, Inc., Research Center, 67 Irving Place, New York, New York 10003 (Paper, Publication A-38, \$3.95 plus \$0.40 postage and handling)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adoption, Agency Role, Child Rearing, Demography, Interviews, *Parent Attitudes, Parent Counseling, *Race Relations, *Racial Attitudes, Racial Factors, Social Agencies, *Social Workers
Identifiers—*Transracial Adoption

The purpose of this study was to examine the interaction of 38 pairs of white adoptive parents of black children and their social agencies, from the viewpoint of the parents and agency workers. A secondary study compared the characteristics of more recent transracial adopters with those of 125 families who had adopted transracially in the past. Results of questionnaires given to the 38 families and their social workers showed that families were generally well satisfied with their agency experiences. Discrepancies between reports of social workers and parents suggested that communication barriers existed and that many of the social workers had a somewhat limited understanding of the adoptive parents. The two sets of parents (present group and past group) were found to be fairly similar in terms of attitudes about transracial adoption and child rearing. Information obtained from interviews between social workers and parents is presented in addition to data on the demographic and social characteristics, motivation for adoption, and attitudes on racial issues of the adoptive families. A total of 155 adoption workers responded to an attitude questionnaire focusing on transracial adoption and related issues. In general, respondents agreed that transracial adoption was an acceptable practice and a better alternative for black children than indeterminate long-term foster care. (BT)

ED 110 189

Nall, Susan Marlene Whitney

An Investigation of the Machiavellianism of Day Care Center Directors in the St. Louis Metropolitan Area.

Pub Date 75

Note—95p.; Ph.D. Thesis, St. Louis University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Administrator Characteristics, Comparative Analysis, *Day Care Services, *Early Childhood Education, Parent School Relationship, Preschool Education, Proprietary Schools, Teacher Administrator Relationship, Voluntary Agencies

Identifiers—*Missouri, Saint Louis

This study describes a comparative analysis of characteristics of directors of nonprofit day care centers and directors of proprietary day care centers to discover whether directors exhibited Machiavellian characteristics. Characteristics considered Machiavellian were tendencies toward manipulating other people and using other people to one's advantage. Basic demographic information was collected from 94 directors in 101 day care centers in the St. Louis area, and analyzed with scores on the Mach IV scale, which quantifies a person's general strategy for dealing with other people. Results showed that directors of proprietary day care centers tended to exhibit more Machiavellian characteristics in interaction with others, such as staff members, parents, and children than directors of nonprofit day care centers. Whether the director directs more than one center was also found to be predictive of the Mach IV score. It was suggested that proprietary day care center directors may have to manipulate others for economic survival. (BRT)

ED 110 190

Petrie, Thomas A. And Others

Pre-Kindergarten Program Evaluation.

Hamburg Central School District, N.Y.

Pub Date Jun 74

Note—81p.; Appendix D, the Denver Developmental Screening Test, is copyrighted and therefore not available. These two pages are not included in the pagination

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Cognitive Development, *Compensatory Education Programs, *Early Childhood Education, Language Development, Motor Development, Peer Relationship, *Preschool Children, *Program Descriptions, *Program Evaluation, Screening Tests, Social Development, Student Teacher Relationship, Tape Recordings, Teaching Techniques
Identifiers—Erikson, *New York (Hamburg), Piaget (Jean)

This report contains a description and evaluation of a program for prekindergarten children who are identified as needing compensatory or corrective treatment. The program, in operation for nearly 8 years, can accommodate 60 children. Description of the instructional program was obtained through participant observation, photography, and audio tape analyses of teaching skills which facilitated children's social and cognitive development. Participant observers concentrated on interaction patterns among children and between children and teachers. The description reveals that the predominant instructional skills were telling, explaining, clarifying, and questioning (these terms are defined). Student outcomes were assessed using the Denver Developmental Screening Test and the Cognitive, Speech and Language sections of the Evanston Screening Packet. Prekindergarten children did significantly better on two of the 32 tasks of the DDST; while children without prekindergarten did significantly better on four of them. It was felt that the program successfully modified and reduced deficiencies that may have existed in the experimental children. Recommendations are made. Appendixes (nearly one-half of the report) include a rationale for descriptions of the instructional program and copies of the screening instruments used. (Authors/ED)

ED 110 191

Parmelee, Arthur H. And Others

Selection of Developmental Assessment Techniques for Infants at Risk.

Spans Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Feb 75

PS 007 985

Note—39p.; Paper presented at the McMillan Palmer Institute Conference on Research and Teaching of Infant Development (Detroit, Michigan, February 5-8, 1975). NIH-C-1-HD-3-2776; NICHD-G-HD-04612

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior Patterns, *Behavior Rating Scales, Child Development, *Diagnostic Tests, *Environmental Influences, *Handicap Detection, Infant Behavior, Infant Mortality, *Infants, Intervention, Minimally Brain Injured, Neurologically Handicapped, Parent Child Relationship, Premature Infants, Prenatal Influences, *Screening Tests, Testing Programs

This report presents a cumulative risk score system designed to identify high-risk infants through multiple assessments over an extended period of time. The system scores prenatal, natal, and neonatal biological events and neonatal behavioral performance in an additive fashion. Infants are assessed in the first month of life to distinguish those babies with transient brain insult from those with permanent brain injury. At 4 months and 8-9 months of age the infants are again tested, primarily on a behavioral basis. The researchers were concerned with the later adaptation of the infant to his environment regardless of any biological deficit. Therefore, a child with motor or sensory handicaps who progressively compensates sufficiently so that he does well cognitively and affectively removes himself from the risk category. Five examples of the use of this system were presented. The researchers expressed concern about labeling infants "high risk" too early in life because such a label can be very disruptive to caregiver-child attachment and interaction. However, intervention was advocated for those infants with persistent developmental problems which make them vulnerable to any adversity in their environment. (Author/BRT)

ED 110 192

Safety Education in the Elementary School.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.

Pub Date Mar 68

Note—47p.; Revised edition

Available from—Department of Public Instruction, Commonwealth of Pennsylvania, Bureau of General and Academic Education, Harrisburg, Pennsylvania 17126

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrator Role, Community Resources, Community Role, *Elementary Education, *Elementary School Curriculum, Integrated Activities, Learning Activities, *Resource Materials, *Safety Education, School Personnel, *School Safety, Teacher Role, Teaching Techniques

This handbook provides material designed to aid school administrators and classroom teachers in providing a safe environment for their elementary school children and incorporating safety education into regular classroom and school activities. Chapter 1 outlines the basic fundamentals in planning elementary school programs; defines the function of a school safety program; suggests problem safety areas in the home, school, and community that involve children; and lists various cooperative community agencies and organizations. Chapter 2 provides an outline of the responsibilities of the school administrator, classroom teacher, and school support personnel in promoting school safety. Chapters 3 and 4 offer materials designed to help the teacher develop curricula. These include activities which incorporate safety education during outdoor seasonal activities, special occasions, and regular classroom studies; summary charts suggesting objectives for each grade level (K-6); experience-based discussion topics appropriate for kindergarten through fifth grade children; and safety checklists. A bibliography of resource materials is divided according to format (pamphlet, book, film, etc.). (ED)

ED 110 193

HSST/CDA Trainee Handbook.

Southern Illinois Univ., Carbondale.

Spans Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-5189

Pub Date Oct 74

Note—169p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

PS 007 987

Descriptors—*Behavioral Objectives, Child Development, Classroom Environment, *Early Childhood Education, *Evaluation Criteria, Group Relations, Parent School Relationship, *Performance Based Teacher Education, Records (Forms), Resource Materials, Self Concept, Teacher Characteristics, *Teacher Education, Teacher Responsibility, Teaching Techniques

Identifiers—CDA, *Child Development Associate
This handbook was developed to provide a new trainee with an understanding of the Child Development Associate (CDA) program at Southern Illinois University, by outlining the competency objectives and assessment procedures. The handbook is divided into three sections. Section 1 contains a copy of the entering assessment form which includes the six basic CDA competency areas and specific objectives within each area. CDA trainees rate themselves on their degree of training and experience for each objective. The six competency areas are: (1) provide and maintain a safe and healthy learning environment; (2) promote physical and intellectual competence; (3) build positive self-concept; (4) organize and sustain the positive functioning of children and adults in a group learning environment; (5) provide optimal coordination of home and center child-rearing practices and expectations; and (6) carry out supplementary responsibilities related to the children's programs. Section 2 lists the following items for each of the specific objectives: (1) what the trainee should know; (2) what the trainee should be able to do; (3) what the local assessment team will look for in trainee classrooms; (4) examples of specific materials and equipment for the classroom; (5) helpful resources; and (6) assessment procedures. Section 3 provides copies of assessment forms used. (ED)

ED 110 194 PS 007 990

Shiron, Gad
The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Welfare, *Day Care Services, *Early Childhood Education, *Economically Disadvantaged, Economic Change, Economic Factors, Guaranteed Income, One Parent Family, Parent Education, Public Policy, *Public Support, Resource Allocations, Sex Discrimination, Taxes, Welfare Recipients, Working Women

Identifiers—*Institute for Research on Poverty

This paper examined the case for public subsidization of child care services from the point of view of an economics theory. It was suggested that public subsidization could be justified either as a way to correct a distortion in resource allocation or as a way to change inappropriate income distribution. The allocative argument consisted of three issues: (1) whether subsidization of day care is the most economically efficient means for helping poverty children become "respectable" citizens, (2) how child care responsibilities cause discrimination against women when they choose to work outside the home and how changing the day care situation might help and, (3) whether a public role in day care is necessitated by parents' lack of knowledge about the quality and long term effects of the day care their children are receiving. The income distribution argument was discussed in terms of improving long-run economic opportunities for disadvantaged children and mending inequalities between families. Specific conclusions were drawn with regard to such day care issues as tax deduction, parent education, and welfare families. The general conclusion was that substantial public subsidization of day care did not seem justified on the basis of information now available. (JMB)

ED 110 195 PS 007 991

Lynch, Annette

The Role of the Health History in Re-establishing the Value of School Health Services.

Pennsylvania State Dept. of Health, Harrisburg. Pub Date 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Elementary Education, Elementary School Role, Health Personnel, Historical Reviews, *Medical Case Histories, *Medical Evaluation, Parent Participation, *Physical Examinations, *School Health Services
Identifiers—*Pennsylvania

This paper briefly examines the past and present status of school health services and describes a study designed to compare the health assessment abilities of the physical examination with a health history questionnaire technique. The study demonstrates the superiority of the health history as a diagnostic procedure and as a means of increasing parental involvement. These findings suggest that the school health services using the health history procedures would be able to make referrals to community health agencies which are based on adequate information, and that such a specific referral, accompanied by clinical data and parental involvement, could help overcome the poor clinical image of school health services today. It is suggested that the periodic physical examination (without use of medical histories of children) is an inadequate procedure for the appraisal of the health status of children. (GO)

ED 110 196 PS 007 992

Butler, Annie L.

Today's Child - Tomorrow's World.

Pub Date 6 Mar 75

Note—13p.; Paper presented at the Annual Early Childhood Conference sponsored by the University of Maryland and Maryland State Department of Education (5th, March 6, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Child Development, *Childhood Needs, *Early Childhood Education, *Futures (of Society), Parent Participation, *Preschool Programs, Problem Solving, Role Perception, Self Concept, Skill Development, Success Factors

This paper emphasizes the need for today's early childhood programs to meet children's present needs and still prepare them to cope with the future. Current early education trends are discussed as a basis for planning for the future. The factor identified as being most important to a preschool child's perception of the future (his aspirations and the behaviors necessary to achieve them) is the occupational expectations his parents have for him. Women, ethnic minorities, and children of poverty-stricken families are viewed as "future deprived" and in need of special attention in this area now. Several things that early childhood education programs can do to help children develop a better future-focused role image are: (1) emphasize the development of coping skills, (2) help develop the joy of learning so children will be motivated to keep on learning, (3) teach problem-solving skills, (4) help children develop a good present self-image by helping them become competent and teaching them to behave acceptably, (5) include career education, (6) emphasize cooperation rather than competition, and (7) get parents involved. (JMB)

ED 110 197 PS 007 993

Clark, Vernon L.

What Are the Essential Characteristics of the Effective Early Education Programs?

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Pub Date May 75

Note—12p.; Paper presented at the Spring Research Conference of the North Carolina Association of Research in Education (Reidsville, North Carolina, May 16-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Documentation, *Early Childhood Education, Objectives, Parent Participation, Parent School Relationship, *Preschool Programs, Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, *Program Planning, Student Needs

This article identifies and describes 10 program characteristics considered to be essential for an effective early childhood program. These characteristics include: (1) target specification; (2) procedures for addressing assessed and experientially perceived needs of children and other target groups; (3) realistic goals with measurable outcome objectives; (4) activities and events to

operationalize defined objectives; (5) periodic evaluation for program improvement; (6) supportive services; (7) parents as participants, partners, and controllers; (8) maintaining continual contact with children; (9) belief in the child's ability to learn and the program's responsibility to address his needs, and (10) reliable and valid documentation of program operations. (JMB)

ED 110 198 PS 007 994

Baratta-Lorton, Mary

Workjobs...for Parents: Activity-Centered Learning in the Home.

Pub Date 75

Note—115p.

Available from—Addison-Wesley Publishing Company, Sand Hill Road, Menlo Park, California 94025 (Paper, \$3.95 for individuals; \$3.16 for schools)

Document Not Available from EDRS

Descriptors—Activity Learning, Cognitive Development, Decision Making Skills, Discovery Processes, *Early Childhood Education, Eye Hand Coordination, Games, *Home Study, Language Development, *Learning Activities, Number Concepts, Observation, *Parent Child Relationship, *Parent Education, Preschool Children

This booklet contains 43 "workjobs," (experiences in manipulating common objects) adapted from classroom activities, that are appropriate and easy for parents to make and use with children in the home. These manipulative activities are designed to help children develop language and number skills and hand-eye coordination, and give children practice in making observations, identifying relationships, and making judgments. All the activities have similar formats including a description of the activity and the skills to be developed, hints for getting started, ideas for follow-up questions, a photograph of the child involved in the activity, and a list of common, inexpensive materials to be used. A general introduction provides parents with a rationale for using the workjobs and discusses such parental concerns as the best uses of the activities, age-appropriateness, the establishment of the parent-child relationship, the importance of follow-up, and problems of storage. (Author/ED)

ED 110 199 PS 008 004

Needels, Margaret Stallings, Jane

Classroom Processes Related to Absence Rate.

Stanford Research Inst., Menlo Park, Calif.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attendance Patterns, Check Lists, *Class Attendance, *Classroom Environment, *Classroom Observation Techniques, Classroom Research, Correlation, *Primary Education, *Teaching Methods

Identifiers—*Project Follow Through Planned Variation Program

This study explored the relationship between classroom instructional processes and the average number of student absences in first and third grades. The data were collected in a total of 166 classrooms as part of the Follow Through Planned Variation Program. The Classroom Observation Instrument developed by Stanford Research Institute, was used to record classroom activities, instructional methods, interpersonal from school records. Since the data were correlational, causal effects could not be attributed to the instructional processes. However, the results showed 56 variables for first grade and 65 for third grade to be significantly correlated with absence rate after adjusting for baseline achievement scores. Children in both first and third grades seemed to be absent less in classrooms where there was a higher degree of child independence, child questioning, adult response, individualized instruction, and open-ended questions and where children and adults showed more positive affect. Child absences appeared to be more frequent in classrooms where children often worked in large groups, where adults used direct questions in academic work, and where corrective feedback was used frequently. (JMB)

ED 110 200

PS 008 005

Stallings, Jane

Relationships Between Classroom Instructional Practices and Child Development.

Stanford Research Inst., Menlo Park, Calif.

Pub Date Mar 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Class Attendance, *Classroom Environment, *Classroom Observation Techniques, Mathematics Education, *Primary Education, Reading Achievement, Social Development, *Teaching Methods

Identifiers—*Project Follow Through Planned Variation Program

Relationships between first and third grade classroom instructional practices and child outcomes (i.e. test scores, days absent, and observed child behavior) were assessed in seven Project Follow Through educational programs. The programs chosen represented a wide spectrum of innovative educational theories. The range included two models based on positive reinforcement theory, a model based primarily on cognitive developmental theory, an open classroom model, and three other models drawn from Piaget, Dewey, and the English Infant Schools. Non-Follow Through classrooms were observed for comparison. Results showed that time spent in reading and math activities and a high rate of drill, practice, and praise contributed to higher reading and math scores. Children taught by these methods tended to accept responsibility for their failures but not for their successes. Lower absence rates and higher scores on a nonverbal program solving test of reasoning were attributed in part to more flexible instructional approaches in which children were provided with a wide variety of activities and materials and where children engaged independently in activities, selecting their own groups part of the time. (Author/BRT)

ED 110 201

PS 008 010

Skarin, Kurt

Altruism and Rivalry: An Analysis of Age and Sex Differences.

Pub Date Apr 75

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age Differences, *Altruism, *Elementary Education, Elementary School Students, Interpersonal Relationship, *Research, Sex Differences, *Social Behavior, *Statistical Analysis

This study examined the effects of age and sex on the degree to which altruistic behavior could be manipulated in a laboratory setting. The 192 children who participated were divided equally by sex into three age groups: 5-6 years, 7-9 years, and 10-12 years. Sex was varied both as a recipient and a benefactor characteristic. The experimental manipulation consisted of having each child pretend that he was helping to make a movie. The instructions for the experimental group stressed cooperation and kindness in helping an imaginary boy or girl pick up some pencils while children in the control group were simply told to pick up and sort the pencils according to length. In the test session which followed, each child's behavior (altruistic versus rivalrous) was measured by recording how he allocated rewards to himself and another child on a set of specially designed choice cards. The findings indicated that females were generally more altruistic than males. However, females pre-trained to be altruistic to male partners showed lower altruism than expected, suggesting that sex role factors might be interfering. Males were less responsive to pretraining and/or partner sex effects, showing consistently rivalrous behavior across all conditions. Altruism was found to increase markedly for both males and females in the oldest age group. (JMB)

ED 110 202

PS 008 168

Radin, Norma Epstein, Ann

Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls.

Pub Date 12 Apr 75

Note—36p.; Filmed from best available copy; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior Patterns, Empathy, *Fathers, *Intelligence Differences, Interaction Process Analysis, Parent Attitudes, *Parent Child Relationship, *Parent Influence, Parent Reaction, *Preschool Children, Reactive Behavior, Role Models, Sex Differences, Social Class, Social Differences, Stimulation, Verbal Communication

To assess the relationship between paternal behavior and the intellectual functioning of preschool boys and girls, 180 white fathers from middle, working, and lower classes (as defined by the Hollingshead-Redlich Scale) were observed at home interacting with their 4-year-olds (99 boys and 81 girls). Sessions were tape-recorded. The number of father behaviors occurring in a 30-minute period were computed according to 25 pre-selected categories. The children were subsequently tested on the Stanford-Binet Intelligence Scale and on a set of standardized Piagetian tasks to assess their intellectual competence. Factor analysis of the 25 categories of father behaviors yielded 4 factors for father/son interactions and 6 factors for father/daughter interactions. Significant differences were found in the relationship between the behaviors of fathers in different social classes and the measures of their sons' cognitive functioning; but no such significant correlations were found between father behaviors and daughters' cognitive measures (although father's occupation became a significant predictor variable). Findings were discussed in terms of the child's sex role identification, and the observed differences in the behaviors fathers exhibited towards sons and daughters. (ED)

RC

ED 110 203

RC 008 625

Coriada, Rafael L.

Education for a Complex World: A Rationale and Model for Bilingual/Bicultural Education.

Pub Date 14 Jun 75

Note—22p.; Paper presented at the Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society, June 12-14, 1975, El Paso, Texas

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Acculturation, *Bilingual Education, Bilingualism, Curriculum, Definitions, Educational Development, *Educational Theories, *Language Instruction, *Models, *Second Language Learning, Spanish Speaking

Bilingual/bicultural education can be of benefit to all students, whatever their dominant language. In El Paso County (Texas), 56.9 percent of the population is Spanish surname; New York City has over 2 million Spanish surname people. These citizens are consumers and contributors of service in both the public and private sectors. Every professional able to offer service to clients in more than one language, as the need arises, is of far greater value. Recently there has been a slight resurgence of bilingual education in the United States, although too little is being offered in most areas to meet any existing need. Bilingual/bicultural education is generally defined as "a curricular model through which the student is made competent to function socially and professionally in 2 languages, and further, becomes sensitive to the cultural, behavioral, and attitudinal ramifications of each". When considered in these terms, the goal of instruction is not merely remediation, but the full development of the student. Therefore, the cultural component in bilingual education is, in every sense, essential. This paper discusses the rationale for a bilingual/bicultural program. A model for such a program is briefly described. (NQ)

ED 110 204

RC 008 635

Kirklin, Sharon Kay

Marital Plans of Women and the Formation of Mobility-Linked Attitudes in the South.

Pub Date Dec 74

Note—111p.; Master of Science Thesis, Texas A&M University

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Aspiration, Caucasians, Educational Mobility, *Females, Followup Studies, Literature Reviews, *Marital Status, Masters Theses, Negroes, *Occupational Aspiration, Occupational Mobility, *Rural Youth, Student Attitudes

Identifiers—*South

The relationship between the marital plans and mobility-linked attitudes (those pertaining to variables subject to upward or downward mobility) of young women in the South were investigated. Specific goals were to determine by race, the relationship between marital plans and (1) level of educational aspirations (LEA) and (2) level of occupational aspirations (LOA). The research strategy employed was to utilize repeated measurement panel data with path analytic techniques as a partial solution. Data were obtained from a 3-wave, 6-year panel of Southern youth with nonmetropolitan origins. The reduced panel size for this study was 147 single females (63 whites and 84 blacks). Some findings were: (1) stability correlations were generally stable for both races; (2) mobility-linked attitudes were generally more stable than marital plans of either race; and (3) there was no causal relationship between marital plans and LOA for either race. (Author/NQ)

ED 110 205

RC 008 643

Gingras, Rosario C.

An Analysis of Two Sets of Mexican-American Bilingual Data.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-71-07

Pub Date 25 Jun 71

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bilingualism, Comparative Analysis, *Data Analysis, *Dialect Studies, Interviews, Language Usage, *Language Variation, *Mexican Americans, Review (Reexamination)

Identifiers—California, Texas

Among the Mexican American Dialects activity's concerns is the linguistic phenomena characterizing what has been termed Local Hispanicized English (LHE) and whether or not LHE has become an institutionalized dialect of American English. In order to answer whether LHE has characteristics distinguishing it from other Hispanicized forms of English spoken elsewhere in the Southwest, data from Mexican American children and adults in other parts of the Southwest must be compared with local data. This document describes 2 sets of data collected in Riverside, California and Harlingen, Texas consisted of 38 hours of recorded conversation of Mexican American subjects during various types of interviews. Comments are directed at the linguistic variety and quality of the materials and the relevance of the materials to present Mexican Dialects activity. (Author/NQ)

ED 110 206

RC 008 644

Gingras, Rosario C.

A Critical Review of Standard Procedures for Studying Spanish-English Bilingualism.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-71-03

Pub Date 5 Apr 71

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bilingualism, English (Second Language), Interference (Language Learning), Language Research, *Language Usage, Linguistics, *Literature Reviews, *Mexican Americans, *Research Methodology, Review (Reexamination), Spanish

Recently attention has been focused on the language problems of the Mexican American child. In order not to duplicate work done by other investigators in the field, it is necessary to study previous published material dealing with the language of these children. "A Brief Study of Spanish/English Bilingualism: Final Report" (D.M. Lance, Texas A&M University, 1969) is one of the few studies devoted to Spanish/English bilingualism in the Southwest United States. The research studies reported in that report are

reviewed in this paper. This paper consists of 5 papers presenting partial analyses of data collected from an exploratory research project aimed at describing the use and characteristics of the language found in a Mexican American bilingual family living in Texas and the interferences between English and Spanish. The purpose is to evaluate those methodologies employed in terms of their relevancy to present activity. Comments are directed at the type of research methodology employed in each of the 5 subparts of the paper and suggestions are made for overcoming some of the difficulties. (Author/NQ)

ED 110 207 RC 008 646

Pelletier, Emile

A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights.

Manitoba Metis Federation, Winnipeg.

Pub Date 74

Note—150p.

Available from—Manitoba Metis Federation Press, 301-374 Donald Street, Winnipeg, Manitoba R3B 2J2 (\$4.00)

Document Not Available from EDRS

Descriptors—*American Indians, *Cultural Environment, Culture Conflict, Economics, Land Settlement, Life Style, *Rural Population, *Social History, *Socioeconomic Influences
Identifiers—Manitoba, *Metis

The concept of aboriginal rights has been interpreted in various ways. Too often the general public does not understand fully what is meant by aboriginal rights. This topic has been debated in Parliament since Confederation and the general attitude of the news media has been to overlook it as unimportant. By definition, an aboriginal right is what belongs to a people from the most primitive time known or before colonists arrived. This right applies to the inhabitants or animals or plants or all other products, including minerals, contained therein. In 1901 the Government Caucus passed an order in Council recognizing aboriginal rights of the Metis. The purpose of this is to show how the Metis are entitled to those rights as people of Native ancestry, having participated in the native culture by integration into Indian tribes of the Northwest of America. The aboriginal rights of the Metis are explained in regard to hunting, trapping, fishing, collecting wild rice, seneca root, maple sugar, lime and limestone, and salt. (Author/NQ)

ED 110 208 RC 008 647

Sealey, D. Bruce Lussier, Antoine S.

The Metis: Canada's Forgotten People.

Manitoba Metis Federation, Winnipeg.

Pub Date 75

Note—200p.

Available from—Manitoba Metis Federation Press, 301-374 Donald Street, Winnipeg, Manitoba R3B 2J2 (\$6.00)

Document Not Available from EDRS

Descriptors—*American Indians, *Cultural Background, Culture Conflict, Ethnic Origins, *History, Life Style, Politics, Revolution, *Sociocultural Patterns, *Socioeconomic Background

Identifiers—Canada, *Metis

The Metis appeared early on the pages of Canada's history, were a major determinant in the westward expansion of the nation, and are still a significant segment of modern Canadian society. This book (1) traces their origin and their slow evolution to nationhood; (2) examines the Golden Age; (3) describes the battles won and lost with the nation of Canada; (4) follows their exodus and dispersion; (5) takes the reader into that black period of Canadian history when the Metis were persecuted and blatantly discriminated against; (6) sets the stage for their resurgence as a people; and (7) describes some of the problems they still face. Emphasis is upon the total lifestyle of a people that most Canadians believe disappeared when Louis Riel was hanged in 1885. Written with humor, compassion and insight, the book creates an awareness of the long history of the Metis and how it relates to the plight in which so many find themselves today. The last chapters give a comprehensive picture of the modern Metis, their social and economic problems and the attempts being made to solve them. (Author)

ED 110 209 RC 008 648

Sealey, Margaret, Ed. Sealey, Bruce D., Ed.

Six Metis Communities.

Manitoba Metis Federation, Winnipeg.

Pub Date 74

Note—91p.

Available from—Manitoba Metis Federation Press, 301-374 Donald Street, Winnipeg, Manitoba R3B 2J2 (\$2.40)

Document Not Available from EDRS

Descriptors—*American Indians, *Community Characteristics, *Community Study, *Cultural Background, Demography, Economic Factors, Education, *Local History, Social Services, Socioeconomic Background

Identifiers—Canada, *Metis

During the summer of 1973, Opportunities for Youth funded 6 university students to conduct a study of 6 Metis communities. With the cooperation of the Manitoba Metis Federation, who assigned its Director of Communities to assist the students, and the Federation's South East Regional Office which supplied office space, the students began the study. This book presents the results of the summer program. The 6 Metis communities studies are: Matheson Island; St. Laurent; Traverse Bay; Berens River; Camperville; and St. Lazare. The communities are briefly described as to their beginnings, history, present situation, social services, educational facilities, economy, and present problems. (NQ)

ED 110 210 RC 008 651

Heady, Earl O. Sonka, Steven T.

Income and Employment Generation in Rural Areas in Relation to Alternative Farm Programs (with Special Emphasis on the North Central Region).

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development; North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date Dec 73

Note—154p.

Available from—North Central Regional Center for Rural Development, 107 Curtiss Hall, Iowa State University, Ames Iowa 50010 (free)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—Agribusiness, Agricultural Production, *Change Strategies, Comparative Analysis, *Economics, *Employment, Futures (of Society), *Income, Models, Policy Formation, Program Proposals, Rural Development, *Rural Farm Residents

Identifiers—*North Central Region

Four alternative government farm policies were analyzed to determine their effect upon farm income and employment generation in rural areas and agriculturally related industries. A linear programming model of interregional competition was used to determine the impact of alternative farm policies on the quantity of major commodities produced, the regional location of that production, and net farm income. Divided into 150 homogeneous rural areas and 31 consuming regions, U.S. agricultural production was defined in terms of commodity demands for wheat, feedgrains, soybeans, cotton lint, and cottonseed oilmeal. The impact on income and employment generated outside agriculture and that generated specifically in the North Central Region was also examined in terms of the 4 farm policies. The policies examined were: (1) Free Market Alternative (no direct government intervention in the market either through price supports or direct payments); (2) Land Retirement Alternative (governmental price supports for feedgrains, wheat, and cotton and direct government payments to farmers for withholding part of their production); (3) and (4) Bargaining Power Alternatives A and B (under both alternatives, farmers would unite to exert control over market prices and production, the major difference being the level of farm prices which would prevail). (JC)

ED 110 211 RC 008 653

Western Kansas Migrant Health Project: 7th Annual Progress Report, 1970.

Kansas State Dept. of Health, Topeka.

Pub Date 70

Note—100p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Annual Reports, Clinics, Community Involvement, Day Care Services, Dental Health, *Health Education, *Human Services, Medical Services, Mexican Americans, *Migrant Health Services, Migrant Housing, *Outreach Programs, Statistical Data

Identifiers—*Kansas

Basic services which the Western Kansas Migrant Health Project provides migrant families include: (1) remedial schools and day care centers; (2) health education; (3) housing and sanitation; (4) nursing services; (5) medical and dental services; (6) hospital services; (7) supplemental food programs; and (8) driver education. During 1970, the communities became actively involved in seeking solutions for their problems. VISTA Volunteers added new dimensions to the Project by dealing with a variety of problems, not specifically of a health nature (i.e., legal assistance, education, and housing). This annual progress report covers the Project's activities from December 1, 1969 through November 30, 1970. The basic services are briefly summarized; community action and support is briefly discussed. Contributions made by the VISTA project are included. Statistical data pertaining to the migrant population and medical, dental, hospital, nursing, sanitation, and health education services are included in the appendices. (NQ)

ED 110 212 RC 008 654

Western Kansas Migrant Health Project: 8th Annual Progress Report, 1971.

Kansas State Dept. of Health, Topeka.

Pub Date 71

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Annual Reports, Clinics, Community Involvement, Day Care Services, *Health Services, *Human Services, Medical Services, *Migrant Health Services, Migrant Housing, Nursing, *Outreach Programs, Statistical Data

Identifiers—*Kansas

The Western Kansas Migrant Health Project provides migrant families with such services as: (1) remedial schools and day care centers; (2) health education; (3) housing and sanitation; (4) nursing services; (5) medical and dental services; (6) hospital services; and (7) supplemental food programs. This 1971 annual progress report covers the Project's activities from December 1970 through November 1971. A brief summary of the Project's services is presented. During this period, there was a slight increase over 1970 in clinic attendance despite a smaller migrant population. Thirty-three family clinics were held during June and July. The project also on a fee-for-services basis for 1,134 office visits in physicians' offices and 89 emergency room visits. Group health education efforts were largely in the areas of nutrition education and family planning. (NQ)

ED 110 213 RC 008 655

Western Kansas Migrant Health Project: 9th Annual Progress Report, 1972.

Kansas State Dept. of Health, Topeka.

Pub Date 72

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Annual Reports, Clinics, Community Involvement, Day Care Services, Dental Health, *Health Education, Health Services, *Human Services, Medical Services, Mexican Americans, *Migrant Health Services, Migrant Housing, *Outreach Programs, Statistical Data

Identifiers—*Kansas

Services provided by the Western Kansas Migrant Health Project include: (1) remedial schools and day care centers; (2) health education; (3) housing and sanitation; (4) nursing services; (5) medical and dental services; (6) hospital services; and (7) supplemental food programs. In September 1971, the Project's sponsoring of VISTA Volunteers in western Kansas was phased out by VISTA Regional Office. Over the years, the project has found itself involved with various non-health problems. Such problem areas include: applying for social security numbers and benefits; obtaining birth certificates; and assisting with tax returns and welfare, Medicaid, and food stamp applications. This annual progress report covers the Project's activities from December 1, 1971 through November 30, 1972. Services provided by the Project are briefly summarized. Statistical data are given for the migrant population and the medical, dental, hospital, nursing, sanitation, and health education services. (NQ)

ED 110 214 RC 008 656

Western Kansas Migrant Health Project: 10th Annual Progress Report, 1973.

Kansas State Dept. of Health, Topeka.

Pub Date 73

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Annual Reports, Clinics, Day Care Services, Dental Health, *Health Services, *Human Services, Medical Services, Mexican Americans, Migrant Education, *Migrant Health Services, Migrant Housing, *Outreach Programs, Statistical Data

Identifiers—*Kansas

Basic services provided by the Western Kansas Migrant Health Project for migrant families include: (1) remedial schools and migrant education programs; (2) health education; (3) housing and sanitation; (4) nursing services; (5) medical and dental services; (6) hospital services; and (7) supplemental food programs. Among the Project's services during 1973 were: outpatient services for 716 patients treated at clinics, 926 office calls in physicians' offices, 138 emergency room services, 346 lab services, and 82 x-rays; family planning services for 50 women; and vision, hearing, and dental screening for children attending summer migrant education programs. This 1973 annual progress report reviews the Project's activities from December 1972 through November 1973. The Project's basic services are briefly summarized. Statistical data on the migrant population and medical, dental, hospital, nursing, and health education services are included in the appendices. (NQ)

ED 110 215 RC 008 657
Western Kansas Migrant Health Project: 11th Annual Progress Report, 1974.

Kansas State Dept. of Health, Topeka.

Pub Date 74

Note—81p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annual Reports, Dental Health, *Health Services, *Human Services, Medical Services, Migrant Education, *Migrant Health Services, Migrant Housing, *Outreach Programs, Statistical Data

Identifiers—*Kansas

Information about the Western Kansas Migrant Health Project for 1974 is presented in this annual progress report. The Project provides: (1) migrant education programs; (2) health education; (3) nursing services; (4) medical and dental services; (5) hospital services; and (6) supplemental food programs. Since August 1974, the western Kansas VISTA Housing Project has been under the legal auspices of the Western Kansas Migrant Health Service. Purpose of the VISTA Project is to deal with the lack of adequate housing in western Kansas for persons at all income levels. This progress report covers the Project's activities from December 1973 through November 1974. Services provided by the Project are briefly summarized. Other topics discussed are the: (1) VISTA Housing Project; (2) Migrant Health Policy Board; and (3) community action and support. Statistical data are given for the migrant population and the medical, dental, hospital, nursing, and health education services. (NQ)

ED 110 216 RC 008 659
Morin, Emma

Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme I, "The Position of the Immigrant and His Family on Arrival in the Host Country" (Strasbourg, France, November 5-8, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—CME/HF-M(74)-1

Pub Date 74

Note—24p.; For related documents, see ED 096 051; ED 094 900; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Family (Sociological Unit), Family Mobility, Family School Relationship, *Foreign Relations, Government Role, Housing, *Immigrants, *Migrant Education, *Migrant Workers

Identifiers—*Europe

Theme I of the Ad Hoc Conference on the Education of Migrants was "measures to improve the position of the immigrant and his family at the time of arrival in the host country (including measures taken in the sending country on behalf of those intending to emigrate), primarily in respect of their educational circumstances". This report presents an initial reflection of the theme

itself. Major topics briefly discussed are: (1) the migrant families; (2) separation of families; (3) reunion of families; (4) the school in relation to the family; and (5) the school as a cultural factor. Recommendations are given for: government action; research; information; and education. The appendices include the: (1) abridged text of the Resolution concerning the situation of migrant workers and their families, adopted by the European Ministers of Labour (Rome, November 1972); and (2) Resolution (72) 18 of the Committee of Ministers of the Council of Europe on methods of compiling statistics on the international migration of workers. (NQ)

ED 110 217 RC 008 660
Wartee, Louis

Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme II, "Educational Provision Before and During the Host Country's Compulsory Schooling Period" (Strasbourg, France, November 5-8, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—CME/HF-M(74)-2

Pub Date 74

Note—32p.; For related documents, see ED 096 051; ED 094 900; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Early Childhood Education, *Educational Problems, *Elementary Secondary Education, *Foreign Relations, Immigrants, *Instructional Programs, International Education, *Migrant Child Education, Teacher Education

Identifiers—*Europe

Theme II of the Ad Hoc Conference on the Education of Migrants was "measures to secure satisfactory educational provision before and during the host country's compulsory schooling period (including specialized and additional training for teachers dealing with migrant workers' children)". This paper briefly discusses this theme. Major topics are: (1) problems arising from the presence of substantial numbers of migrant workers' children in the host country; (2) ways of easing their integration into the host country's educational system; and (3) schemes and projects quoted by way of example and taken from the reports presented by the participating countries. These are divided into before and during compulsory schooling and teacher training in the emigration and host countries. Recommendations presented for consideration by the Standing Conference of European Ministers of Education are given. The appendices include: (1) Resolution No. 3 (1969)—the nursery school and primary school in relation to the demands of educational opportunity for all; and (2) Resolution (70) 35—school education for the children of migrant workers. (NQ)

ED 110 218 RC 008 661
Egger, Eugene

Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme III, "Opportunities for Vocational and Technical Training and General Education for Adults and Adolescents" (Strasbourg, France, November 5-8, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—CME/HF-M(74)-3

Pub Date 74

Note—26p.; For related documents, see ED 096 051; ED 094 900; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescents, Adult Education, Educational Opportunities, Educational Problems, Foreign Nationals, Foreign Relations, *General Education, *Immigrants, *Migrant Education, *Migrant Workers, *Vocational Education

Identifiers—*Europe

Theme III of the Ad Hoc Conference on the Education of Migrants was "measures to secure the satisfactory provision of opportunities for vocational and technical training and general education for adults and adolescents". This report briefly summarizes the situation in member countries regarding the vocational and technical training and general education of both adult and adolescent migrant workers. Major topics are: (1) analysis of the demand for education and training; (2) schemes and projects in particular countries; and (3) categorisation of measures being taken or considered. The draft recommendations

which were submitted to the Conference for discussion and approval are introduced and explained. A draft resolution based on an analysis of the problems encountered and measures already tried out in one or other of the member countries is presented. Some examples of what has been done are cited. (NQ)

ED 110 219 RC 008 662

Ad Hoc Conference on the Education of Migrants: Conclusions and Recommendations (Strasbourg, France, November 5-8, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—CME/HF-(74)-12-prov

Pub Date 74

Note—12p.; For related documents, see ED 096 051; ED 094 900; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Opportunities, Family Mobility, Foreign Nationals, *Foreign Relations, Immigrants, Information Dissemination, *Migrant Education, *Migrant Workers, Research, *Social Integration

Identifiers—*Europe

The 9th session of the Ad Hoc Conference on the Education of Migrants had 3 themes. Theme I was "measures to improve the position of immigrants and their families, primarily in respect of their educational circumstances, at the time of arrival in the host country." The second theme was "measures to secure satisfactory educational provision before and during the host country's compulsory schooling period". Theme III was "measures to secure the satisfactory provision of opportunities for vocational and technical training and general education for adults and adolescents". This report presents the conclusions and recommendations of the conference for each theme. Recommendations for Theme I are in the areas of social conditions, information, education in and out of school, research and multilateral context. Some overall recommendations are: (1) encourage bilateral and multilateral cooperation between the host and emigration countries with the aim of promoting exchanges between civil servants and social workers concerned with migration problems; (2) encourage the award of study grants on the same conditions as to other children so as to enable migrants' children to pursue their secondary education; and (3) improve the system for providing information on research with regard to migration. (NQ)

ED 110 220 RC 008 663

Ad Hoc Conference on the Education of Migrants: Information Document Presented by the Council of Europe on Action Taken for the Education and Training of Migrant Workers and Their Families, with Special Reference to the Schooling of Immigrant Children. (Strasbourg, France, November 5-8, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 5 Nov 74

Note—227p.; For related documents, see ED 096 051; ED 094 900; and RC 008 664-674. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Adolescents, Adult Education, Educational Experiments, *Educational Programs, Foreign Nationals, Foreign Relations, Immigrants, *Language Instruction, *Migrant Education, *Migrant Workers, Program Descriptions, Secondary Education, Second Language Learning

Identifiers—*Europe

The Council of Europe is based on the principle that each member state is responsible for its use of foreign labour and for determining the number and nature of such workers to meet the needs of its own economy. Therefore, the Council has never assumed the task of organising the free movement of manpower nor of encouraging movements of workers in Europe. However, once these workers are admitted into member states, it is incumbent upon the Council, in conformity with its Statute, to propose to governments measures for their protection and assistance. These measures have been the subject of recommendations to governments by the Committee of Ministers regarding: (1) living, working, and training conditions for migrant workers; (2)

human and social problems; and (3) problems arising upon the return of migrant workers to their home country. The Committee of Ministers has adopted 2 resolutions: (1) Resolution (68) 18 - the teaching of languages to migrant workers and (2) Resolution (70) 35 - school education for the children of migrant workers. This document consists of reports of the action taken by Italy, Belgium, Sweden, France, and Turkey in response to these resolutions. The resolutions are also given. (Author/NQ)

ED 110 221 RC 008 664
Federici, Maria
The Teaching of Modern Languages to Migrant Workers. (Italy) 1971.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-199(71)
Pub Date 24 Aug 71

Note-19p.; For related documents, see RC 008 663, RC 008 665-674. Account of an experiment conducted in Italy, 1971

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--*Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, *Educational Experiments, Educational Programs, Foreign Nationals, *Language Instruction, *Migrant Education, *Migrant Workers, Modern Languages, Second Language Learning

Identifiers--*Italy

In response to Resolution (68) 18 adopted by the Ministers' Deputies on 28 June 1968, the ANFE (tr. National Association of Emigrants' Families) conducted an experiment in teaching languages to Italian workers and their families wishing to emigrate to another European country. Two courses were organized in the district of Latina at Sperlonga and Fondi. Duration of each course was 36 periods of 1 1/2 hour classes held 3 evenings a week. There were 24 students at Sperlonga and 21 at Fondi. Based on the teaching principles of modern linguistics, materials included a booklet to help the teacher develop a specific method of teaching (which was followed faithfully for both courses); set of 6 records; student book containing a repetition of the graded exercises; and record player to enable the student to repeat the exercises at home. Each student received a record set, student book, and record player. The basic teaching principle was vocal class participation with mimicry; the records enabled students to repeat indefinitely the sounds, words, and constructions until they had been totally assimilated. Conclusions derived from the experiment indicated that courses in foreign languages were more accepted and appreciated by emigrants than vocational training courses. (NQ)

ED 110 222 RC 008 665
Higelin, Siv
Language Teaching to Migrant Workers. (Sweden). 1970-71.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-200(71)-Rev

Pub Date 22 Dec 71

Note-54p.; For related documents, see RC 008 663-664, RC 008 666-674. Report on 1970-71 experiment in Sweden

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--*Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, Educational Programs, Foreign Nationals, Foreign Relations, *Immigrants, *Language Instruction, *Migrant Education, *Migrant Workers, Second Language Learning

Identifiers--*Sweden, Swedish

A major obstacle immigrants have in adapting to their new environment is ignorance of the host country's language. The Council of Europe has taken several measures to help migrant workers and their families adapt to the host country by giving them the opportunity to learn, or improve their knowledge of, its language. Model projects for teaching languages to migrant workers were organized in 1965-67: 2 in the countries of origin (Spain and Italy) and 5 in the host countries (Belgium, Netherlands, Germany, United Kingdom, and Switzerland). The Council then decided to extend these pilot experiments to other Eu-

ropean countries, including Sweden. This report gives an account of action taken in Sweden on teaching the language to migrant workers. The report also includes: an outline of the opportunities available to adult immigrants wishing to learn Swedish; and a description of courses arranged with the Council's help. Initiatives taken during 1970 are quoted: the agreement between SAF (tr. Swedish Employers' Confederation) and LO (tr. General Confederation of Labour); the declaration by SIV (tr. National Immigration Board) concerning language classes for immigrants; and the official State survey on the situation regarding teaching immigrants. (NQ)

ED 110 223 RC 008 666
Gokay, M.

The Teaching of Modern Languages to Migrant Workers. (Turkey). 1971-72.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-213(72)

Pub Date 19 Jun 72

Note-5p.; For related documents, see RC 008 663-665, RC 008 667-674. Account of an experiment conducted in Turkey, 1971-72

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--Academic Achievement, *Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, Educational Programs, Foreign Relations, *German, *Language Instruction, *Migrant Education, *Migrant Workers, Second Language Learning

Identifiers--*Turkey

In 1970, the Special Representative's Advisory Committee of the Council of Europe requested from the member countries that workers and their families wishing to emigrate to another European country should learn the language of the country to which they are going. Therefore, Turkey organized practical German courses for the emigrant workers, without any charge. Aim of these courses was to: (1) assist the workers to overcome difficulties in adapting to the place of work; and (2) understand and make themselves understood during the first difficult phase of settling down in a foreign country. Begun in September 1971 and finished in February 1972, the classes were held twice a week. There were 34 participants (24 workers, 4 employers, and 4 students) between 20 and 40 years of age. Among the lessons covered were how to: address people; acquire food and necessary goods; demand travel information and directions; and make themselves understood at such places as factories, banks, and doctor's offices. In general, the student's social and educational background was not a high one. Therefore, the result achieved by the courses was considered satisfactory. (NQ)

ED 110 224 RC 008 667
Buscaill, X. And Others
Teaching of Languages to Migrant Workers. (Toulouse, France).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-222(73)

Pub Date 19 Jan 73

Note-23p.; For related documents, see RC 008 663-666, RC 008 668-674. Report on experiment conducted in Toulouse (France), 1972

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, Foreign Nationals, French, *Immigrants, *Language Instruction, Mathematics, *Migrant Education, *Migrant Workers, *Residential Patterns, Speech Instruction, Vocational Education

Identifiers--*France

With the cooperation of the Council of Europe, CREPT (tr. Regional Center for the Study and Promotion of Travel) conducted an experimental training course for migrant workers at Toulouse, France. Aim of the course was to bring trainees from the stage of attaining literacy to that of entering the Centre for Vocational Training for Adults (FPA). In 1972, 3 groups of 15 trainees took the 14-week residential course. Upon course completion, trainees took the FPA entrance examination. Subjects covered were mathematics, spoken and written French, and technology. Two

weekly tests on the subject matter taught were administered. During the course, a system of reciprocal observation was introduced to determine the type of intervention which encouraged verbal exchanges among participants. Fourteen of the 45 trainees applied for vocational training. (NQ)

ED 110 225 RC 008 668
The Teaching of Modern Languages to Migrant Workers. (Turkey). 1973.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-243(74)

Pub Date 6 Mar 74

Note-4p.; For related documents, see RC 008 663-667, RC 008 669-674. Account of an experiment conducted in Turkey, 1973

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--Academic Achievement, *Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, *Educational Programs, Foreign Relations, *German, *Language Instruction, *Migrant Education, *Migrant Workers, Modern Languages, Second Language Learning

Identifiers--*Turkey

The number of migrant workers Turkey has sent to foreign countries has now reached approximately 1 million. Educational level of these workers is: 67 percent - primary school education; 24 percent - secondary school education; and 9 percent - high school education. However, 98 percent of these workers do not know the language of the country to which they are migrating. According to research, the main difficulty of migrant workers is the lack of the host country's language. As a consequence, the large firms, such as Ford, Daimler-Benz and Siemens, have organized audio-visual language courses where a basic knowledge of language as well as technical and other useful terms are taught. Aim of the courses is to: (1) assist the workers to overcome their difficulties upon arrival in the host country; and (2) understand and make themselves understood during the first difficult phase of settling down in a foreign country. Classes were held twice a week between February and June 1973. At the end of the courses, the 35 participants could speak and understand daily spoken phrases and phrases needed when working at different factories, asking for travel information and directions. (NQ)

ED 110 226 RC 008 669
The Teaching of Modern Languages to Migrant Workers. (Italy). 1973.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Report No.-RS-246(74)

Pub Date 29 Apr 74

Note-12p.; For related documents, see RC 008 663-668, RC 008 670-674. Account of an experiment conducted in Italy, 1973

Available from-Not available separately, see RC 008 663

Document Not Available from EDRS

Descriptors--*Adjustment (to Environment), Adult Education, Communication Skills, Cross Cultural Training, *Foreign Relations, German, Instructional Films, *Language Instruction, *Migrant Education, *Migrant Workers, Second Language Learning

Identifiers--*Italy

Financed by the Council of Europe, a course in the German language was conducted for the benefit of Italian workers destined to work in the Federal Republic of Germany. Designed to contribute to the alien workers' integration into Germany's social structure, the course emphasized comprehension and speaking. Candidates were personally interviewed by an ICEM (Intergovernmental Committee for European Migration) representative. Of the 30 persons attending classes, 21 qualified for enrollment. Classes commenced in Naples (Italy) on 9 October 1973 and terminated on 25 January 1974. Two-hour evening sessions were held 3 times a week. The German teaching film, "Viel Glück in Deutschland", produced for foreign workers was used as a basis for the curriculum of study. Study motivation was particularly high as most of the participants were genuinely interested in occupying a position in Germany. Eleven students concluded the course with satisfactory grades. (NQ)

ED 110 227 RC 008 670

Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Belgium).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—RS-233(73)-Add-1
Pub Date 25 Oct 73

Note—7p. For related documents, see RC 008 663-669, RC 008 671-674. Report on the "Special Class" organized by the Comité Local D'Education Permanente De La Commune De Retinne, Liege (Belgium), 1972-73.

Available from—Not available separately, see RC 008 663.

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Adult Education, *Cross Cultural Training, *Educational Programs, *Foreign Nationals, *Foreign Relations, *Immigrants, *Language Instruction, *Migrant Education, *Migrant Workers, *Primary Education, *Sociocultural Patterns
Identifiers—*Belgium

The Council of Europe grant for the 1972-73 school year relating to the schooling of migrant workers enabled the study of the underlying causes of the educational backwardness of Turkish children in Retinne (Liege, Belgium). Aim was to find effective solutions to help these students. A special experimental class was conducted on 2 levels: (1) teaching and out-of-school activities; and (2) a parallel effort, though with a slight time-lag, to make parents aware of the difficulties encountered by their children. The socio-cultural programme aimed at the harmonious assimilation of the Turkish sub-community in the local and regional context. This report cites some of the activities conducted by the Council of Europe's grant. Among these are: (1) catch-up classes in French organized for about 20 Turkish children between the ages of 6 and 10; (2) a Turkish language course conducted on Saturday mornings, outside normal school hours; and (3) the socio-cultural programme (Education of Adults). (NQ)

ED 110 228 RC 008 671

Utair, M. And Others

Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Strasbourg, France).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—RS-233(73)-Add-2
Pub Date 25 Oct 73

Note—12p. For related documents, see RC 008 663-670, RC 008 672-674. Report on the "Special Class" organized by the "College D'Enseignement Secondaire", "Vauban" Strasbourg 1972-73.

Available from—Not available separately, see RC 008 663.

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Adolescents, *Coeducation, *Cross Cultural Training, *Educational Experiments, *Foreign Nationals, *Foreign Relations, *Language Instruction, *Migrant Education, *Migrant Workers, *Secondary Education, *Student Teacher Relationship
Identifiers—*France

A class for adolescent girls of foreign origin was begun in September 1969 at the Vauban "College D'Enseignement Secondaire" (Secondary Teaching College) in Strasbourg. The class became co-educational at the beginning of the 1972-73 academic year. Emphasis is on acquisition of basic French for the purpose of adaptation to the working world or integration into the normal school system. To this end, the teaching staff is in close contact with the Social Service for Foreign Workers and with various bodies concerned with vocational guidance. Recruitment is conducted almost entirely by the Social Service for Foreign Workers. Students are thus all children of immigrant workers. Presented in this report are information given: (1) to the Secretariat by the Strasbourg "Contact et Promotion" Association concerning the class, and (2) by the Principal of the College in his capacity as supervising authority. Topics include: pupil selection, timetable, syllabus, pupil guidance, relations between teachers and pupils and among pupils, age, academic level, teaching methods, and national cultures. (NQ)

ED 110 229 RC 008 672

Council of Europe Special Experimental Classes for Migrant Workers' Children, 1972-73 Academic Year. (Gagny, France).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—RS-233(73)-Add-3
Pub Date 25 Oct 73

Note—13p. For related documents, see RC 008 663-671, RC 008 673-674. Report on "Special Class", Saint-Exupery Co-Educational School, Gagny (France), 1972-73.

Available from—Not available separately, see RC 008 663.

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Coeducation, *Cross Cultural Training, *Educational Experiments, *Foreign Nationals, *Language Instruction, *Migrant Child Education, *Migrant Workers, *School Integration
Identifiers—*France

Seventeen Portuguese students, between ages 9 and 15, were enrolled in the experimental special class at the Saint-Exupery Co-educational School (Gagny, France) during the 1972-73 academic year. Objectives of the experiment were to: (1) integrate the pupils more speedily into the educational system and, hence, into French society; and (2) encourage French children to accept children who did not speak their language. Means utilized consisted of combining the foreign pupils with French ones for non-basic subjects and certain gymnastics periods and constant intermingling of the 2 communities. Teaching arrangements included the inclusion of the mother tongue in the time-table and integration of the Portuguese pupils in the school. Results were satisfactory in the case of the girls, who got on well with one another. The results were also satisfactory in the case of the boys of the same age as fourth year pupils, though things went less smoothly than in the case of the girls. The main problem was the older boys, who did not feel at ease in a class of smaller children and whose pride sometimes prevented them from trying to make the progress hoped for. (NQ)

ED 110 230 RC 008 673

Pestour, Renee And Others

Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73. (Vitry, France).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—RS-233(73)-Add-4
Pub Date 25 Oct 73

Note—33p. For related documents, see RC 008 663-672, RC 008 674. Report on the "Special Class" introduced at the "Anatole France" Co-Educational School, Vitry (France), 1972-73.

Available from—Not available separately, see RC 008 663.

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Comparative Analysis, *Cross Cultural Training, *Educational Programs, *Foreign Nationals, *Immigrants, *Language Instruction, *Migrant Child Education, *Second Language Learning
Identifiers—*France

During the 1972-73 academic year, an adaptation class for foreign pupils was conducted at the "Anatole France" Co-Educational School in Vitry, France. The class was composed of children between the ages of 6 and 10 years, mainly of Portuguese nationality. Pupils spent 27 hours per week in class. The "Frere Jacques" method, devised by the Office for the Study of Languages and Civilisations (BELC), was used to teach the pupils French. Pupils were also taught their mother tongue. This report contains: (1) information supplied to the Secretariat by the "Anatole France" Co-Educational School and (2) a psychologist's report on an experiment carried out in this class. Topics covered are: constitution of the class, attendance, social situation, level of pupils on arrival, classroom teaching, teaching methods, liaison with the family milieu, class atmosphere, student attitudes, and results of the psychological examination (Wechsler Intelligence Scale for Children) given to the pupils. (NQ)

ED 110 231 RC 008 674

Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73. (Stockholm, Sweden).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No.—RS-233(73)-Add-5

Pub Date 25 Oct 73

Note—19p. For related documents, see RC 008 663-673. Report on "Special Class", Rinkeby School, Stockholm (Sweden), 1972-73.

Available from—Not available separately, see RC 008 663.

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Educational Environment, *Foreign Nationals, *Immigrants, *Instructional Improvement, *Migrant Child Education, *School Recreational Programs, *Secondary Education, *Student Adjustment
Identifiers—*Sweden

The study's overriding objective was to map out the situation of immigrant pupils in the Rinkeby School in Stockholm, Sweden. Two immigrant classes were selected: a class with 13 pupils of whom 12 were of Turkish origin and one with 7 Finnish pupils. All pupils were between 14 and 16 years of age and were formally enrolled in one of the upper department grades (7-9). Representatives of different functions in the school were divided into 6 categories: (1) headmaster, director of studies, welfare officer, psychologist, and school nurse; (2) recreational assistant; (3) auxiliary teachers; (4) pupils; (5) class superintendents; and (6) preparatory class teachers. These were questioned via interviews whenever feasible and questionnaires when the question was of a character which the informant could not specify. Standardized tests were administered to pupils to assess their achievements. Notwithstanding the "usually" positive and willing-to-work atmosphere which prevails among the Rinkeby School staff, the situation of immigrant pupils was unsatisfactory on various counts. Among these were: (1) the interpersonal relations of immigrant pupils and the school's other pupils were bad; (2) integration of Turkish pupils was the most problematic in comparison to other immigrant pupils; and (3) despite efforts, the school's contact with immigrant parents was defective. (NQ)

ED 110 232 RC 008 678

Chuta, Enyinna Liedholm, Carl

The Role of Small Scale Industry in Employment Generation and Rural Development: Initial Research Results from Sierra Leone. African Rural Employment Paper No. 11.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics; Njala Univ. Coll., Freetown (Sierra Leone). Dept. of Agricultural Economics and Extension.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 75

Note—53p.

Available from—African Rural Employment Research Network, Department of Agricultural Economics, Michigan State University, East Lansing, Michigan 48824 (free)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activities, Building Trades, Classification, Economic Development, *Employment Potential, *Industry, Needle Trades, *Organization Size (Groups), Policy Formation, Rural Areas, *Rural Development, *Surveys, Urban Areas

Identifiers—*Africa, Sierra Leone

Urban and rural small scale industry and employment generation in Sierra Leone, Africa were studied via a 2 phase procedure. Phase 1 data collection (March-June, 1974) involved a random sampling procedure based on locality size. The following information was obtained from each of the localities (cities, towns, and villages) and "enumeration areas" (200 families) surveyed: (1) type of activity; (2) number of workers, including the proprietor, hired workers, and apprentices; (3) type of workshop; (4) number and kind of machines used. Phase 1 results indicated Sierra Leone small scale industry was extensive both in terms of establishment number and employment. Establishments were found to be small (1.9 workers per industry) and predominantly rural (95 percent). Activity composition (tailoring, carpentry, gara dyeing, and baking) varied considerably by location, an indication of the importance of making distinctions between industries in urban and rural areas. Still in progress, Phase 2 involves enumeration twice weekly of a sample of 366 industrial establishment during a 1

year period (1974-1975) for purposes of determining key structural parameters of the rural small scale industrial sector and the intersectoral linkages uniting this sector with other parts of the economy, thereby identifying major determinants of the demand for labor in rural small scale industry. (JC)

ED 110 233 RC 008 679

McCasill, Donald N.
Migration, Adjustment, and Integration of the Indian into the Urban Environment.

Pub Date Aug 70

Note—277p.; Master of Arts Thesis, Carleton University, Ottawa, Ontario

Available from—Inter-Library Loan, Carleton University, Ottawa, Ontario

Document Not Available from EDRS

Descriptors—Acculturation, *Adjustment Problems, *American Indians, Community Coordination, Demography, Historical Reviews, Literature Reviews, Masters Theses, *Migration, Motivation, Residential Patterns, *Social Integration, Socioeconomic Background, Tables (Data), *Urban Immigration
Identifiers—Canadian Indians, Metis

The migration, adjustment, and integration patterns of Canadian Indian and Metis families in an urban setting were studied. Data were collected in 1968 via a 64-item interview schedule administered to a sample of 71 families moving into the city of Winnipeg, Canada. Addressing the problems of migration, adjustment, and integration, analysis involved examination of: (1) pertinent literature; (2) situational factors in the community of origin (the reserve and Metis community); (3) socioeconomic characteristics of the sample; (4) motivational determinants of the migration process; (5) situational factors in community of destination (hypotheses relative to the role of previously existing primary group contacts and the role of organizational assistance in the city); (6) settlement patterns in the city ('stable' and 'unstable' lower class areas); (7) community orientation as a possible scale of urban adjustment; (8) role of the reserve and Metis community in the process of urban adjustment (economic and acculturation scaling of sample reserves and Metis communities, hypotheses on community of origin and urban adjustment, and returning "home" as a factor in urban adjustment); (9) possible paths to urban integration (formation of an ethnic group identity and community organization). (Author/JC)

ED 110 234 RC 008 681

Mielke, Sandra Lee
An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use By Middle-Grade Classrooms Involved in Outdoor Education.

Pub Date Apr 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Costs, Educational Objectives, *Evaluation Methods, *Instructional Materials, *Intermediate Grades, Literature Reviews, *Outdoor Education, Resource Materials, *Surveys

In an effort to determine the "how, what, when, and intent" of outdoor education, this brief report is based upon a survey of available free and inexpensive instructional materials relative to middle-grade outdoor education. A review of pertinent literature is presented and some analysis is provided relative to the factors and rationale influencing teachers in the acquisition and selection of supplementary instructional materials. A procedural presentation is made for the acquisition of free and inexpensive materials which includes reference to an attitude scale and the following sources: (1) periodicals; (2) special education publications; (3) bibliographies for subject matter areas; (4) publisher's methods and supplementary source books; (5) source indexes; and (6) government sources. Concluding from the survey that not all materials requested and received are suitable, it is suggested that teachers: (1) use only the most recent references; (2) consider the possibility of utilizing local organizations for maintaining up-to-date files; and (3) take advantage of the services provided by such organizations as the National Science Teachers Association. Appendices present: survey form letters; the survey evaluation instrument; and some 25 instructional materials citations which include

subject matter designation, title, publisher, cost, and evaluation comments. (JC)

ED 110 235 RC 008 682

Cosby, Arthur G. And Others

Congruency of Attitudes and Status Attainment: Some Observations on Early Adult Behavior in the Non-Metropolitan South.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Aug 75

Note—21p.; Paper presented at the annual meetings of the Rural Sociological Society, San Francisco, California, August 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Aspiration, *Achievement, *Adults, Caucasians, Comparative Analysis, Expectation, Longitudinal Studies, Males, Negroes, *Occupational Aspiration, *Rural Areas, Southern States

Identifiers—*South

Emphasizing the relationship between adult attitudes and adult attainment, data, collected via personal interview, were obtained from the 3rd wave and the black and white male subset of a 3 wave panel (1966, 1968-69, and 1972) of a study of Southern nonmetropolitan youth. Patterns of congruency and deflection in occupational and educational attitudes and attainment were analyzed for 427 white and 268 black males. The following related phenomena were examined in terms of occupation and education: (1) aspirational levels; (2) expectational levels; (3) attainment levels; (4) the deflection and (6) the deflection between attainment and aspiration. Aspiration and expectation levels for future occupational and educational attainment were apparently "unrealistic" in terms of available opportunities and appeared to be marginal when related to present attainment. Although among the whites the level of these variables somewhat exceeded those found among the blacks, both groups generally were found to have unrealistic and optimistic attitudes. It was hypothesized that unrealistic future orientations can have positive consequences in a success-oriented society for those who are not succeeding, since by projecting future achievements, they do not have to admit failure. (Author/JC)

ED 110 236 RC 008 683

Bryan, Frank M.

Comparative Town Meetings: A Search for Causative Models of Feminine Involvement in Politics with New Operational Definitions of a Well Calibrated Dependent Variable.

Pub Date Aug 75

Note—62p.; Paper presented at the Annual Meeting of the Rural Sociological Society, San Francisco, California August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Involvement, *Females, Hypothesis Testing, *Models, Municipalities, *Participation, *Politics, Population Growth, Power Structure, *Rural Areas, Sex Differences, Social Change, Socioeconomic Status, Urbanization

Identifiers—*Town Meetings, Vermont

Variations in the level of female political participation were examined in the context of the "standard" model of political participation (higher socioeconomic status, urbanism, living at society's center, increased participation) and the "decline of community" model (decreased group membership, increased mobility, decline of community "boundariness" and continuity, loss of sense of "stake" in community, participation). Female political participation was measured via observation of participant number and verbal response in 44 Vermont town meetings in 1970-71. Hypotheses tested were: (1) women will participate more in those towns where many women hold officer's posts than in towns controlled by men; (2) in those towns where the participation levels in politics are generally high, female participation will be relatively higher than in towns of low participation; (3) towns with relatively high ratios of female participation will be "modernizing" towns. It was concluded that the "standard" model was ineffective for purposes of explaining female involvement in town meetings. Variables identifying towns with higher socioeconomic status did not identify those towns

with higher female participation, but modernization variables did, as female verbal response was more equal than that of men in small towns with fewer family farms and population increases. (JC)

ED 110 237 RC 008 684

Johnson, Nan E. Stokes, C. Shannon

Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction.

Pub Date Aug 75

Note—27p.; Paper presented at the annual meeting of the Rural Sociological Society, San Francisco, California, August 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, *Birth Order, *Birth Rate, Change Agents, Family Background, Family Influence, *Family Planning, Females, Hypothesis Testing, Longitudinal Studies, Negative Reinforcement, Positive Reinforcement, *Rural Areas, Siblings, *Social Change

Identifiers—*Pennsylvania

Utilizing data derived from a 24 year longitudinal study, the relationship between family of orientation and size of family of procreation was examined for a sample of 915 women who, having been sophomores in rural Pennsylvania schools in 1947, had married once and were living with their husbands at the time of the final interview in 1971. Examined were hypotheses stating size of family of orientation is: (1) positively related to size of family of procreation; (2) more strongly related to size of family of procreation among 1st born children than among later-born; (3) more strongly related to size of family of procreation among those not experiencing intergenerational change in lifestyle than among those experiencing such change; (4) more strongly related to size of family of procreation among those satisfied with the family orientation than among those dissatisfied. Employing regressive analysis, it was found that the number of siblings in the family of orientation influenced the size of the family of procreation and that this relationship was stronger among women who were: (1) first born; (2) not experiencing intergenerational change; (3) and were satisfied, at age 16, with their parental family. (Author/JC)

ED 110 238 RC 008 685

Gore, Peter H. And Others

Quality of Rural Life: Assessing the Structure and Availability of Services and Amenities in Rural Areas.

Pub Date Aug 75

Note—32p.; Prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Development, *Community Services, Comparative Analysis, *Evaluation Methods, *Rural Development, *Surveys, Theories

Identifiers—*Crossroads Survey, New York

The Crossroads Survey, an adaptation of the macrostructural accounting techniques, was employed for purposes of testing the community development theory that services are added to communities in the same sequence. Dividing services and amenities into 2 categories (commercial and public/professional), the Crossroads Survey was conducted in Clinton County and the Tug Hill Region (a 9 town-4 county area) of New York State. Using telephone books and directories as secondary resources, surveyors conducted a "windshield survey" of 81 Clinton County and 21 Tug Hill crossroads, wherein those services visible from a car were listed. Data analysis involved ordering commercial and public/professional services via the Guttman scale, a cumulative measure of complexity, which revealed the relationship between the appearance of 1 service and that of another. Comparative analysis of the 2 areas indicated that use of the Crossroads Survey and the Guttman scale could be most valuable in the assessment of services regardless of differences in political boundaries or population factors, since a comparison of the 2 commercial scales revealed a general patterning and a rank order correlation of .77, and comparison of the 2 public/professional services scales showed a rank order correlation of .88. (JC)

ED 110 239 RC 008 686
Salopek, Phillip A. Vanderpool, Christopher K.
Status Inconsistency in Rural Areas: A Replication and Critique.

Pub Date 24 Aug 75

Note—43p.; Paper presented at the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Correlation, Education, *Hypothesis Testing, Income, Multiple Regression Analysis, *Political Affiliation, Religion, *Rural Population, *Socioeconomic Status, Theories
Identifiers—*Michigan

Replicating the work of others who hypothesized that status inconsistency increases political liberalism, this study involved a random sample of rural Michigan population. Utilizing multiple regression analysis, respondents were scored on the variables of occupation, income, education, religion, and political party preference. Hypotheses tested were: (1) political liberalism is inversely related to achieved socioeconomic status; (2) controlling for additive effects of achieved statuses on political liberalism, status inconsistent individuals are more liberal than status consistent people; (3) and (4) controlling for additive effects of achieved statuses, respondents with high educational investments but low rewards tend to be politically liberal, while those with high rewards tend to be conservative; (5) controlling for additive effects of achieved socioeconomic statuses, Catholics are more liberal than non-Catholics; (6) and (7) controlling for additive effects of achieved statuses and of religion, Catholics of high achieved status are more liberal than other Catholics, while Protestants of low achieved status are more liberal than other Protestants. No association was found between liberalism and status imbalance, but it was suggested that theory substantiation might demand more adequate theory specification and consideration of social psychological and social structural issues. (Author/JC)

ED 110 240 RC 008 687
Davis, J. Michael Saunders, John
Rural Electrification and Level of Living: Evaluation of Impact.

Pub Date Aug 75

Note—26p.; Paper presented at annual meeting of the Rural Sociological Society, San Francisco, California, August 1975; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age, Correlation, Education, *Electricity, Heads of Households, *Hypothesis Testing, *Living Standards, *Rural Areas, Rural Development, *Surveys, Tables (Data)
Identifiers—*Costa Rica

Utilizing an ex-post-facto experimental design, all occupied households located within the rural area of Canton San Carlos in Costa Rica (La Fortuna) were studied in August of 1972 for purposes of testing the hypothesis that electricity use is positively associated with level of living. Interviews with 452 heads of households (when possible) provided information on household members' age; sex; occupation and education; migration and propensity to migrate; mass media exposure; occupation and employment; land use and ownership; level of living; social participation and satisfaction with life situation. Based on data derived from the San Carlos Rural Electric Cooperative records and interviewer observations, electricity user categories were established as follows: (1) users (persons who had access to electricity and used it); (2) non-adaptors (persons who had access to electricity but did not use it); and (3) inaccessible (persons who were beyond the reach of power distribution lines). Controlling for size of household, education of household head, age of household head, and size of farm, Belcher's 1972 level of living scale was employed for analysis. Data supported the hypothesis, and it was suggested that consideration be given to the implications for developmental investment decisions and further research. (JC)

ED 110 241 RC 008 688
Fernandez, Celestino And Others
Factors Perpetuating the Low Academic Status of Chicano High School Students. Research and Development Memorandum No. 138.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—RD-138

Pub Date Jul 75

Contract—NE-C-00-3-0062

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Asian Americans, Caucasian Students, Comparative Analysis, *Educational Accountability, Educational Attitudes, *Failure Factors, *High School Students, Low Achievers, *Mexican Americans, Negro Students, Student Alienation
Identifiers—California, Chicanos, *San Francisco

Perceptions of schooling among Chicano students were compared in 1974 with those of whites, blacks, and Asians in San Francisco comprehensive and general high schools. The primary data source was a questionnaire administered to 770 students in 8 schools. Some common beliefs about the educational values of Chicano students and their parents were explored and shown to be myths. Chicano students cared about school and were not alienated from it. They saw a close link between their schooling and their future occupations. They also reported that their parents and others who mattered to them considered education important. But Chicano performance in high school did not fit this image of students who cared deeply about schooling. Chicanos entered high school relatively low in verbal and mathematical skills. Warmth and friendliness were used by teachers as mechanisms to control these low-achieving students. Teachers also gave more praise to students who were lowest in academic performance. Teachers' failure to set challenging standards led Chicano students to a false view of their own level of effort and skill. The students' faulty self-assessment helped perpetuate a pattern of institutional discrimination. The warm and positive acts of teachers led to the preservation of the existing structure of inequality. (Author/NQ)

ED 110 242 RC 008 689
Kelley, Verne R. And Others
Rural Communities Learn to Help Themselves.
Child Development Services Bureau (DHEW/OCD), Washington, D.C.
Report No.—OCD-CB-421

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication Skills, Criteria, Evaluation Methods, Interpersonal Relationship, *Laymen, *Mental Health Programs, *Program Descriptions, Recruitment, Role Playing, *Rural Areas, Training Objectives, *Training Techniques

Identifiers—Carkhuff's Discrimination and Communication Indices, *Iowa

In an effort to prove that mental health services can be lay administered, a training program was implemented in the rural areas of Cedar County (October 1972-April 1973) and Iowa County, Iowa (October 1973-May 1974). Recruited via personal or telephone contact, 20 trainees were selected who demonstrated they were good listeners; did not impose their opinions on others; were concerned with people; accepted another's point of view; had no extraordinary anxiety; wanted to gain additional skills; and were area residents, committed to stay with the entire project. Conducted twice weekly for 2 hours, 24 training sessions included role playing and programmed application. Key training principles were: assumption that people can change; avoidance of past history; emphasis on listening; avoidance of responsibility taking and encouragement of independence; avoidance of the "blaming others" tactic; discouragement of belief in "The Answer". Additionally, considerable time was spent on Carkhuff's interpersonal variables (empathy, communication of respect, concreteness, genuineness, self-disclosure, confrontation, and immediacy of relationship). Evaluations (the Personal Orientation Inventory, Carkhuff's Discrimination and Communication Indices, checklists from programmed patients, and trainees' personal reports) indicated that rural lay people can be trained to render mental health services. (JC)

ED 110 243 RC 008 690
Uhlmann, Julie M.

Boundary Maintenance in the Urban Environment: The Papago Case.

Pub Date 23 Nov 74

Note—14p.; Paper presented at the annual meeting of the American Anthropological Association (73rd, Mexico City, November 23, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American Indians, *Cultural Pluralism, Drinking, Economically Disadvantaged, Employment, Health, Historical Reviews, Housing, *Institutional Role, Racial Segregation, Recreational Activities, *Social Structure, Theories, *Urban Environment
Identifiers—*Papagos, Tucson

In an effort to promote an evolutionary view of culture, the Tucson Papago society was examined in terms of Fredrick Barth's theory that: (1) an ethnic group may be involved in complex institutional sharing and still maintain its identity; (2) there is a structuring of interaction in institutional sharing such that each group is defined by the sharing; and (3) a common culture is a result of structured institutional sharing. Papago patterns of institutional sharing with the dominant society were traced from 1687 to the present, and current examples of "adaptations" of institutional sharing were identified. Specific areas examined were: (1) the Community Economic Opportunity and the Tucson Indian Center (examples of reinforced social hierarchy); (2) the employment hierarchy (institutionalized poverty); (3) housing (systematic constraints acting to keep the Papago in the low rent area of South Tucson); (4) the Public Health Service (a facility serving the Papago precisely because they are Papago and, therefore, eligible); (5) entertainment (in the form of drinking in bars owned by Anglos). Evidence indicated that an ethnic group may be involved in complex institutional sharing with a dominant group and still maintain its identity and that this socio-cultural group can be defined to a large extent by its participation in mainstream institutions. (JC)

ED 110 244 RC 008 692
Selvik, Arne

Level of Manufacturing Activity, Unemployment and Poverty. Center of Applied Sociology, Working Paper RID 75.2.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-75.2

Pub Date 24 Aug 75

Note—26p.; Paper prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Correlation, *Economically Disadvantaged, Government Role, *Industry, Manpower Utilization, Policy Formation, *Relocation, *Rural Areas, Rural Development, *Unemployment

In response to the supposition that public support of regional industrial development will benefit the rural poor and unemployed, the relationship between the level of manufacturing activities and unemployment and poverty was examined. Utilizing data derived from the U.S. Census of Population (1960 and 1970) and the County Business Patterns (1959 and 1970), a national sample of 276 rural counties was examined. The variables employed were: (1) the number of county residents unemployed; (2) the percentage of families below the poverty level in 1970 (1969 income); (3) the level of manufacturing activity defined as the total number of manufacturing jobs relative to the total number of jobs in the county; (4) median age; and (5) median level of education. Data indicated that when level of manufacturing activity was defined in terms of labor force composition, there was not a significant amount of variation in unemployment or poverty levels. Moreover, it was found that weak competitors (persons 65 years of age or older, females, persons with less than high school education, and persons not employed) did not benefit from industrial relocation. It was concluded that the Federal Government should con-

sider a group-specific regional policy, directed toward the market-relevant resources of the rural poor and unemployed, rather than toward industry and regional development commissions. (JC)

ED 110 245 RC 008 693

Ostolaza, Jose Luis

The Industrialization of Nonmetropolitan Counties: "Submetropolitanization" Versus Decentralization. Center of Applied Sociology, Working Paper RID 75.3.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-75.3

Pub Date 24 Aug 75

Note—60p.; Paper prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Decentralization, *Demography, *Distance, *Employment Patterns, *Hypothesis Testing, *Industry, *Metropolitan Areas, *Migration Patterns, *Population Growth, *Rural Areas, *Tables (Data), *Urbanization

Identifiers—*Submetropolitanization
Investigating the distinction between sub-metropolitanization and decentralization of industry, the "Datafile for National Sample of Non-metropolitan Counties" (a 10 percent national sample, involving 205 counties) was employed to test the following hypotheses: (1) the nearer the county to a Standard Metropolitan Statistical Area (SMSA), the higher the level of manufacturing activities; (2) the higher the level of activities, the higher the degree of concentration, density, and number of residents working in services; (3) the larger the size of the surrounding metropolitan population, the higher the levels of density, population concentration, and service employed residents in the rural county; (4) the closer the rural county to SMSA, the greater the net migration; (5) the larger the size of the surrounding metropolitan population, the higher the level of net migration in the rural county; (6) the more isolated the county, the greater the importance of size of the largest city in attracting jobs and providing residences and affecting positively further growth. Data derived from the County Business Patterns (1947, 1959, and 1970) and U.S. Censuses (1950, 1960, and 1970) were used to measure: number of county jobs, number of plants, and average plant size (manufacturing indicators) and density, concentration, and number of residents working in services (urbanization indicators). It was concluded that sub-metropolitanization would characterize industrialization trends. (JC)

ED 110 246 RC 008 694

Moyer, Harriett

Level of Manufacturing Activity and Quality of Housing in Rural Counties in the U.S.A. Center of Applied Sociology, Working Paper RID 75.4. Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-75.4

Pub Date 24 Aug 75

Note—26p.; Paper prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Age, *Census Figures, *Correlation, *Education, *Family Income, *Females, *Housing Deficiencies, *Hypothesis Testing, *Industrialization, *Labor Force, *Males, *Manufacturing Industry, *Rural Areas

Utilizing data derived from the U.S. Census, a 10 percent stratified sample of U.S. population from nonmetropolitan counties (276 counties) as of 1950 was examined in terms of 2 opposing hypotheses: (1) the higher the level of manufacturing activity, the higher the quality of the housing in rural areas; and (2) industry attracted to rural areas will have no significant impact upon the quality of housing in rural areas. Zero-order correlations were used to measure the associations among the following variables: (1) median

education; (2) male; (3) female; (4) median family income; (5) median age; (6) proportion of civilian labor force in durable manufacturing; (7) proportion of civilian labor force in nondurable manufacturing; (8) quality of housing. T-tests were performed to determine which associations were significant. A multiple regression equation encompassing all of the variables was utilized to determine the total variance explained and the relative importance of each on the quality of housing. Separate correlations and regressions were used on the census data for the years 1950, 1960, and 1970. The hypothesis stating that industry would not significantly affect the quality of housing in rural areas was supported. (JC)

ED 110 247 RC 008 695

Pereira, Cecil

The Effects of the Level of Manufacturing Industries on Local Government Revenues. Center of Applied Sociology, Working Paper RID 75.6.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-75.6

Pub Date 24 Aug 75

Note—28p.; Paper prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Size, *Correlation, *Employment, *Family Income, *Hypothesis Testing, *Income, *Industry, *Local Government, *Longitudinal Studies, *Rural Areas, *Taxes

Utilizing a datafile compiled by Gene Summers from various censuses of governments publications, the following hypotheses were tested: (1) a relationship exists between county government revenue and the level of manufacturing, the size of the population in the county, and the median family income; and (2) a change in the former is due to changes in the 3 latter variables. The relationship between the dependent variables (revenue as broken down into the 4 components of Federal intergovernment, State intergovernment, property tax, and other tax revenues) and the independent variables (level of manufacturing, employment, population size, and median family income) were analyzed at time periods spanning over 15 years (1950, 1956, 1960, and 1966). The schematic models employed were analyzed in terms of the following regression equation: year of total revenue or its component—level of manufacturing + population size + median family income. Analysis indicated that industrial development was not the panacea for community revenue needs, as county revenues appeared to depend upon people rather than industrial plants per se. (JC)

ED 110 248 RC 008 696

Snipp, C. Matthew

Nonmetropolitan Industrial Location and the Incidence of Mental Disorder. Center of Applied Sociology, Working Paper RID 75.8.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-75.8

Pub Date 24 Aug 75

Note—57p.; Paper prepared for the annual meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agriculture, *Census Figures, *Correlation, *Education, *Employment Patterns, *Family Income, *Females, *Income, *Industry, *Longitudinal Studies, *Males, *Mental Illness, *Occupations, *Rural Areas, *Social Change, *Surveys

The relationship between the rate of social change and the incidence of mental disorder was analyzed for a 10 percent regional sample of U.S. counties (N=279) with a non-metropolitan status as of 1950. Data collected in 1950, 1960, and 1970 were derived from the Censuses of Government, Manufacturers, and Population, as well as from Vital Statistics and other government documents. State agencies were surveyed for data on

the incidence of mental disorder. Variables under study were changes in: (1) median family income; (2) income inequality; (3) median education; (4) manufacturing (initial status vs post industry); (5) occupations (percent of residents employed in agriculture and percent self and (6) rate of mental disorder. It was theorized that alterations in these dimensions and (6) rate of mental disorder. It was theorized that alterations in these dimensions imply a basic realignment of social patterns and habits with an increased potential for social disorganization and pathology. Analysis indicated that changes, self-employment excepted, were conducive to increased levels of mental disorder in rural areas. These structural changes, especially in the area of occupational change, were found to be "powerfully" related to changes in manufacturing; however, it was surmised that since interpretation of social change is difficult at best, the relationship between industry and mental disorder is less than simple. (JC)

ED 110 249 RC 008 697

Kowalski, Gregory S. Coughenour, C. Milton
Father-Son Decision-Making in Joint Farming Arrangements.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—H-816

Pub Date 24 Aug 75

Note—25p.; Paper prepared for the meetings of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Age, *Agriculture, *Attitudes, *Decision Making, *Family Influence, *Farmers, *Fathers, *Males, *Parent Child Relationship, *Role Perception, *Rural Farm Residents, *Siblings

Identifiers—*Kentucky

Part of a larger study of father-son farms, this study explored the decision-making patterns of farm families which have self-designated father-son, joint farming arrangements. Emphasis was upon the determination of: (1) personal and situational factors which are explanatory of the father's or son's perception of decision-making involvement and (2) the multiple effects of these factors on decision-making. Lists of father-son farm operations were obtained from county extension agents. In order to be included on the list, the farm had to possess the following characteristics: (1) operated jointly (to some degree) by a father and son, and (2) the son had to be 17 years of age or older and working full-time on the farm or intend to enter farming or take over the farm. Data were obtained from 145 father-son farms located in 13 selected counties in Kentucky. Two scales measuring the individual's perception of task involvement and general decision-making were developed, with 12 items comprising each scale. Among the findings were: (1) older fathers perceived that their sons participate more in decisions and farm tasks than did younger fathers; (2) the son's perception of his own decision-making involvement varied directly with age; and (3) greater commitment to the joint operation was reflected in perception of a larger personal role in decision-making. (Author/NO)

ED 110 250 RC 008 698

Hansen, David O.

Determinants of Educational Performance in Southern Brazil.

Spons Agency—Ford Foundation, New York, N.Y.; Universidade Federal do Rio Grande do Sul, Porto Alegre (Brazil).

Report No.—Ford-729-0245-S-2

Pub Date 24 Aug 75

Note—41p.; Paper presented at the Annual Meeting of the Rural Sociological Society, San Francisco, California, August 21-24, 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, *Academic Aspiration, *Aspiration, *Correlation, *Elementary Grades, Grade 5, *Intelligence, *Occupational Aspiration, *Performance Factors, *Rural Areas, *Socioeconomic Status, *Urban Areas

Identifiers—*Brazil

The study examined the effects of socioeconomic origin (SES) and mental ability (MA) on levels of educational (EA) and occupational aspiration (OA), academic performance

(AP), and significant others' influence (SOI) for 1,950 5th grade elementary and 4th year gymnastic students in Rio Grande do Sul, Brazil. Representative samples of approximately 250 students were drawn at each level from 4 counties varying by the physical presence of higher educational institutions. Assumptions buttressing the model were questioned for this sample, and effects of SES and MA on the performance variables were hypothesized to vary by grade level. Specifically, it was hypothesized that due to the heavy screening of students by SES prior to the secondary level, the effect of MA would increase and that of SES decrease at the gymnasium level. It was further hypothesized that AP and SOI would exercise more important roles as intervening variables between SES and MA, and the aspiration variables at the gymnasium level. Data were obtained from closed-ended questionnaire items; where operational equivalents were impossible to use or were deemed less appropriate, functional equivalents were used. Working hypotheses were tested using path and path regression coefficients. SES was found to increase in importance as a determinant of EA and OA, and the mediating effects of SOI and AP between SES and EA decreased at the gymnasium level. (Author/NQ)

ED 110 251 RC 008 699

Guidelines for Teaching Concepts of Fairness, Justice and Democracy in BIA and Tribal-Contract Schools. A curriculum Bulletin.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Aug 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*American Government (Course), *American Indians, Case Studies, Civics, *Concept Teaching, Court Litigation, Curriculum Development, Due Process, *Elementary Secondary Education, *Guidelines, Post Secondary Education, Student Responsibility, Student Rights

Identifiers—BIA, *Bureau of Indian Affairs

Purpose of this bulletin is to inform teachers and other school staff about new requirements, effective in 1974-75, for all Bureau of Indian Affairs (BIA) and tribal-contract schools to develop curriculum units relating to citizenship training and/or student rights and responsibilities in all grades K through post-secondary. Intended primarily for use by classroom teachers, these curriculum requirements are closely related to new administrative policies to assure: (1) due process for all students accused of serious infractions and (2) student participation in rule-making relating to student rights and responsibilities. To provide perspective, the historical background of the new BIA policies is summarized. This background is shown to be related to the current nationwide movement to improve the teaching of U.S. Government and the underlying concepts of fairness, justice, and democracy. Two case studies are given to offer additional suggestions, worked out as specific examples. (Author/NQ)

ED 110 252 RC 008 701

Gilmore, John S. Duff, Mary K.

Policy Analysis for Rural Development and Growth Management in Colorado.

Denver Univ., Colo. Research Inst. Spons. Agency—Colorado Rural Development Commission, Denver.

Pub Date Mar 73

Note—122p.; Pages B-1 through B-6 of the original document are copyrighted and therefore not available or included in the pagination Available from—Industrial Economics Division, Denver Research Institute, University of Denver, Denver, Colorado 80210 (\$2.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Costs, *Economic Change, Futures (of Society), Land Use, Life Style, *Management, Objectives, Police Action, *Policy, *Population Growth, Population Trends, Preservation, Regional Planning, *Rural Development, Statewide Planning

Identifiers—*Colorado

Providing a broad analysis of Colorado's rural problems, the body of this report enumerates rural development and growth management problems; describes remedies worth study; and suggests a policy making system. The Appendix presents supporting material, including compara-

tive socioeconomic data on each Colorado county. Opportunities and threats generated by growth and decline are identified in view of the following goals: (1) to counter economic decline and foster growth to the extent desirable and affordable; (2) to limit locally unacceptable rates of growth, or that which fails to cover its public/social costs; (3) to assure governmental capabilities at all levels to deal with decline and growth; (4) to preserve choice of life style. An hierarchical display of goals, policies, and objectives for rural development and growth management is presented via figure outline. The section discussing concepts and implementation tools presents detailed analysis of the following: (1) Integrated Regional and State Planning; (2) Rural Development Corporation; (3) Preserving Agricultural Land; (4) The Export of Poverty; (5) The Costs of Growth; (6) Development Gains Tax; (7) Pay-As-You-Grow; (8) Zoning and Other Controls for Land Use Growth; (9) Police Power vs Market Process; (10) Implementation Tools for Rural Development and State Growth Management Policies. Proposed program packages are also presented. (JC)

ED 110 253 RC 008 702

Tyler, Gus, Ed.

Mexican-Americans Tomorrow: Educational and Economic Perspectives. Weatherhead Foundation, New York, N.Y.

Pub Date 31 May 75

Note—208p.; For related document, see RC 008 703

Available from—The University of New Mexico Press, Albuquerque, N. M. 87131 (\$4.95, paperback)

Document Not Available from EDRS

Descriptors—Braceros, *Culture Conflict, Economic Factors, *Education, Elementary Secondary Education, Foreign Relations, Higher Education, Immigrants, Labor Unions, *Mexican American History, *Mexican Americans, Mythology, Organizations (Groups), Politics, *Socioeconomic Background

Identifiers—Chicanos, *Southwest

In the summer of 1972, selected experts on Mexican American affairs attended a conference at Aspen Institute for Humanistic Studies in Colorado. Sponsored by the Weatherhead Foundation, the conference dealt with the educational and economic perspectives of the Mexican Americans in the Southwest. The conference's objective was to convert the papers submitted into a book—after each manuscript had been discussed, debated, and finally polished against this give-and-take. These papers are: 1) "Introduction: A People on the Move"; 2) "The Neglected Chapters in Mexican American History"; 3) "Mexican Immigration"; 4) "The Economic Condition of the Mexican American"; 5) "Educational Challenges in Elementary and Secondary Schools"; 6) "Higher Education and the Mexican American"; and 7) "A Perspective on Mexican Organizations". Topics covered are: the scope, diversity, history, and present plight of the Mexican American community; Mexican immigration; the Mexican American's current economic condition and education; and what Mexican Americans have been doing through their own organizations. (NQ)

ED 110 254 RC 008 703

Schmidt, Fred H. Koford, Kenneth

The Economic Condition of the Mexican-American.

Pub Date 31 May 75

Note—27p.; For related document, see RC 008 702

Available from—Not available separately, see RC 008 702

Document Not Available from EDRS

Descriptors—Braceros, Cultural Exchange, *Economic Factors, *Economics, Family Income, Foreign Workers, Labor Force, *Low Income Groups, *Mexican Americans, *Mexicans, Socioeconomic Influences

Identifiers—*Southwest

Persons of Spanish heritage constitute the only minority in the United States whose numbers continue to grow through large-scale immigration. Mexican nationals, the "invisible people", incessantly infiltrate the U.S. population from Mexico. From 1939 through 1969, more than 7.4 million nationals entered the country unlawfully and were apprehended and expatriated to Mexico. Today there are 6.1 million persons of Spanish

language in the Southwest. Most of these have lingering ties with Mexican culture or with Mexico itself. The Mexican American Study Project (University of California, Los Angeles) concluded that Mexican Americans, in 1960, stood considerably lower by every economic yardstick than did Anglos in the Southwest. Their situation is compounded by the Mexican nationals who come to work. The economic condition of Mexican Americans in the Southwest is examined in this essay. Changes since the mid-60's are discussed. The Mexican American Study Project is briefly reviewed. (NQ)

ED 110 255 RC 008 704

Fernandez, Edward W., Comp. And Others

Persons of Spanish Origin in the United States: March 1975 (Advance Report). Population Characteristics, Current Population Reports.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—Series-P-20-283

Pub Date Aug 75

Note—10p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 283, \$0.30)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, Age, *Census Figures, Cubans, *Demography, Employment, *Ethnic Origins, Income, Marital Status, Mexican Americans, National Surveys, *Population Trends, Puerto Ricans, Socioeconomic Status, *Spanish Culture

In March 1975, there were about 11.2 million persons of Spanish origin in the United States. This advance report presents data on a variety of social, economic, and demographic characteristics for these people. Subcategories of Spanish origin are: Mexican, Puerto Rican, Cuban, Central and South American, or other Spanish origin. Collected in the March 1975 Current Population Survey, statistics are given for such characteristics as age, sex, marital status, educational attainment, major occupation, family income, and low income status. A more detailed report is forthcoming. (NQ)

ED 110 256 RC 008 705

Toward a Platform for Rural America. Report of the National Conference on Rural America (1st, Washington, D.C., April 14-17, 1975).

Rural America, Inc., Washington, D.C.; Rural Housing Alliance, Washington, D.C.

Pub Date 27 May 75

Note—65p.

Available from—Rural America, Inc., & Rural Housing Alliance, 1346 Connecticut Ave., NW, Washington, D.C. 20036 (1-10 copies \$2.50; 11-49 copies \$2.25; 50 or more copies \$1.75 plus 10 percent handling)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Community Development, *Conference Reports, Economically Disadvantaged, Economic Development, Education, Employment, Energy, *Futures (of Society), Health, Land Use, Legal Aid, Local Government, Natural Resources, *Policy Formation, *Political Issues, *Rural Development, Transportation

A distillation of hundreds of speeches, working papers, panel sessions, informal discussions, and formal resolutions, this report is derived from the First National Conference on Rural America (April 1975) and reflects emergence of a rural political platform. Attended by approximately 1,500 people from 49 States, Puerto Rico, and Canada, the conference was divided into 12 basic subject areas, which constitute the following major report divisions: (1) Self-Government in Rural America; (2) Rural Poverty; (3) Land, Resources, and People; (4) Rural Health; (5) Agricultural Production; (6) Employment, Jobs, and Training; (7) Housing and Community Development; (8) Energy and Rural People; (9) Public Education; (10) Rural Economic Development; (11) Rural Public Transportation; (12) Rural Justice and Legal Assistance. Major themes found interwoven among these 12 areas of concern are identified as follows: (1) the belief that sooner or later everyone will move to the cities and live happily ever after is "factually false and morally offensive"; (2) a new national policy is needed which recognizes the right of people to live where they choose and is sensitive to the survival of rural America; (3) Congress must redress

long-standing rural inequities; (4) solutions to rural problems must be "rural" solutions; (5) to avoid the urban emphasis in national planning, rural "desks" should be established in appropriate Federal agencies. (JC)

ED 110 257 RC 008 706

Jones, Dorothy M.

The Urban Native Encounters the Social Service System.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Pub Date 74

Note—73p.

Available from—Institute of Social, Economic and Government Research, University of Alaska, Fairbanks, Alaska 99701 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accountability, *American Indians, Anglo Americans, Credibility, Cultural Awareness, *Eskimos, *Evaluation, Financial Support, Interagency Planning, Negative Reinforcement, *Organization, Power Structure, *Social Services, Social Welfare, Urban Population Identifiers—Alaska, *Alaska Natives, Anchorage Twenty-seven social service agencies in Anchorage, Alaska were examined for purposes of determining: (1) organizational structure of Anchorage social service systems, (2) impact of agency structures on Alaska Native clients, and (3) extent to which agency organizational structures reflect the interests and values of bureaucrats and professionals. Thirty-three administrators, 46 staff members, and 50 clients from agencies most closely associated with Alaska Natives were interviewed. In addition, four community planning groups were studied. The Anchorage social service system was found to have destructive consequences for its clients due to: (1) fragmented services, (2) underfunded services, (3) irresponsible referral practices, (4) lack of knowledge about Natives, (5) lack of expectations for evaluating agency effectiveness, and (6) a ritualization of interagency planning. Among the sample clients, it was found that one-third had had beneficial agency experiences (those least dependent on the agencies); one-third could not be clearly categorized in terms of agency outcomes; and one-third had had destructive agency experiences (those most dependent on the agencies). Moreover, it was found that agencies were organized in ways that promoted and protected white interests. It was proposed that Native organizations be given the financial resources to operate social service systems for Natives. (JC)

ED 110 258 RC 008 707

Gaffney, Ann Bensler, Connie

Human Relations Approach to Alaskan Ethnic Studies.

Anchorage Borough School District, Alaska.

Pub Date Jul 74

Note—163p.

Available from—Anchorage Borough School District, 670 Fireweed Land, Anchorage, Alaska 99504 (\$2.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Affective Objectives, *American Indians, Behavioral Objectives, Concept Formation, Cultural Awareness, *Elementary Secondary Education, *Eskimos, *Ethnic Studies, Geography, Guides, Human Relations, Learning Activities, *Lesson Plans, Teaching Techniques

Identifiers—*Alaska Natives

Developed in response to the need for ways to help build better understanding and appreciation of people of all ethnic groups, this guidebook presents author-tested lessons, activities, and teaching ideas suitable for use in elementary/secondary classes in which all or part of the students are Alaska Natives or in classes where none of the students are Alaska Natives. Some lessons emphasize the culture similarities, while others point up enrichment contributions of culture differences. All lessons emphasize better understanding via human relations concepts. While the lessons are interrelated, they are, for purposes of this guide, grouped as follows: (1) Breaking the Ice (Broken Squares, People Hunt, One-way-Two-way Communication, Classroom Geography); (2) Developing a Positive Self-Concept (3 lessons); (3) Investigating the Concept of Group (6 lessons); (4) Family and Marriage (3 lessons); (5) Art, Artifacts, and Activities (5 lessons); (6) Drama, Music, Poetry, and Prose (4 lessons); (7) Learning Games (6 lessons); (8) Geography (4 lessons). Each lesson provides the following designations: title, length of activity; human relations concept to be taught, attitudinal and behavioral objectives, teaching techniques and learning activities, and related activities. Appendixes provide audiovisual listings and community resource suggestions. (JC)

sons); (6) Drama, Music, Poetry, and Prose (4 lessons); (7) Learning Games (6 lessons); (8) Geography (4 lessons). Each lesson provides the following designations: title, length of activity; human relations concept to be taught, attitudinal and behavioral objectives, teaching techniques and learning activities, and related activities. Appendixes provide audiovisual listings and community resource suggestions. (JC)

ED 110 259 RC 008 708

Hippler, Arthur E. Conn, Stephen

Traditional Athabaskan Law Ways and Their Relationship to Contemporary Problems of "Bush Justice". Some Preliminary Observations on Structure and Function. Institute of Social, Economic and Government Research (ISEGR) Occasional Papers No. 7.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Report No—ISEGR-7

Pub Date Aug 72

Note—23p.; Not available in hard copy due to marginal legibility of original document

Available from—Institute of Social, Economic and Government Research, University of Alaska, Fairbanks, Alaska 99701 (\$1.15, Xerox copy)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*American Indians, Authoritarianism, Community Attitudes, Cultural Awareness, *Cultural Background, *Culture Conflict, Justice, *Laws, Legal Problems, Police Community Relationship, *Values

Identifiers—*Alaska Natives, Athabascans

Resolution of conflicts and disputes in traditional Athabaskan society was based on assumptions that: (1) the authority of the leader was absolute, for as representative of both village and victim, he was limited only by the fact that the crime had to be serious enough for third party intervention and that severe sanctions demanded village consensus; (2) once called before the village authority, an individual was already determined guilty; (3) the offender was called before the village authority to redress both public and private wrongs via repentant reconciliation. Besides its authoritative character, Athabaskan law entailed flexibility and deliberateness. Flexibility was manifest in formal checks on the chief's authority and the personalistic nature of legal proceedings, while deliberateness was manifest in the lack of haste in the decision making process. Among the modern day problems posed by traditional Athabaskan law ways are: (1) failure to perceive the legitimacy of white legal authority, since such authority is delegated to figures of "low" status; (2) lack of parallels among the laws most frequently invoked against Athabascans (drunkenness, petty assault, etc.); (3) an impersonal vs a personal justice; (4) an assumption of innocence rather than guilt; (5) lack of parallels in the defendant/prosecutor process; and (6) abstract laws. (JC)

ED 110 260 RC 008 709

Aragon, Juan And Others

Chicano Education and the National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Report No—C-109

Bureau No—BR-1-7059

Pub Date Jul 72

Grant—OEG-0-71-3636 (\$15)

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Archives, *Attitudes, Compensatory Education, *Federal Government, Government (Administrative Body), *Mexican Americans, *Organizational Change, *Program Planning, Program Proposals

Identifiers—Chicanos, NIE Archives

In July 1972, Mexican American educators attended a meeting in San Francisco, California, called by the National Institute of Education (NIE) Planning Unit. Purpose of the meeting was to inform these Chicano educators about plans for the new Federal agency, which was created in parallel with the U.S. Office of Education (USOE) and took over the research and development functions of the USOE. Copies of the proposed legislation creating the new agency and other planning documents were given to the participants.

Participants. Representatives of the NIE Planning Unit gave an official explanation. Participants agreed to assemble a set of papers presenting a preliminary Chicano reaction to the plans read and heard. Written by 5 Mexican educators attending the meeting, the papers reflect "serious reservations and important recommendations made by the group". These 5 papers, given in this document, are entitled: (1) "Comments on the Proposal to Establish A National Institute of Education"; (2) "The Myth of Compensatory Education"; (3) "A Chicano View of the National Institute of Education"; (4) "A Brief Criticism"; and (5) "National Institute of Education". (NQ)

ED 110 261 95 RC 008 710

Esquivel, Antonio Casso, Henry J.

A Report on the National Institute of Education/National Education Task Force de la Raza Symposium (Albuquerque, New Mexico, July 25-26, 1974).

National Education Task Force de la Raza, Albuquerque, N. Mex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 26 Jul 74

Note—214p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Conference Reports, Curriculum, Educational Finance, Educational Needs, Federal Government, Governance, Information Dissemination, *Institutional Role, Linguistics, *Mexican Americans, Objectives, Organizations (Groups), Policy, *Program Development, *Review (Reexamination), *Symposia

Identifiers—Chicanos

Participating in the "NIE/National Education Task Force de la Raza Symposium" were 57 of the nation's top Chicano educators. During the Symposium's 2 days, these Chicano educators interacted with 5 National Institute of Education (NIE) staff members. Objectives of the Symposium included: (1) to review NIE's 1975-76 Multicultural Agenda; (2) to review previous input conference reports; (3) to identify Chicano funded projects; (4) to seek commitments from NIE; and (5) to improve a rapidly deteriorating relationship between NIE and the Chicano community. Symposium activities consisted of large group presentations and interaction sessions, as well as small groupwork sessions. The participants had and took the latitude of changing the proposed agenda. Recommendations and action plans were formulated by the participants in the areas of: (1) a Collegium of Chicano Scholars; (2) a R & D Center for Chicano education; (3) curriculum; (4) linguistics; (5) psychological testing; (6) sociocultural implications; (7) NIE's policy, governance and personnel; (8) technology and Chicano education; and (9) educational finance as it effects equal educational opportunities for Chicanos. This report, based on the information generated during the Symposium, presents a historical review of the Symposium's development, objectives, activities, and participants' recommendations. (Author/NQ)

ED 110 262 RC 008 711

Leadley, S. M., Ed. Pignone, M. M., Ed.

Systems Analysis for Rural Community Services.

A Seminar on Problems of Research on Delivery of Community Services in Rural Areas of the Northeast (Stratton Mountain, Vermont, July 29, 1972).

Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 29 Jul 72

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Community Services, Definitions, *Delivery Systems, Integrated Activities, Models, Objectives, Organization, Performance Criteria, Research Problems, *Rural Areas, *Seminars, *Systems Analysis

Identifiers—*Northeastern States

Inadequacies in the quality and quantity of human services for Northeastern rural area residents prompted the seminar from which these transcripts are derived. Presented via chronological order, these transcripts reflect development of a framework and methodology for analysis of community service systems. Major seminar objectives are identified as: (1) explanation of what is meant by the systems approach, (2) analysis of the implications of systems model assumptions,

(3) examination of the relevance of these assumptions as they relate to research, and (4) illustration of approaches to systems research. Among the facets of systems analysis explored are: (1) Research Models, (2) Definition of System, (3) Organization of Systems, (4) Overlapping Subsystems, (5) Feedback Mechanisms, (6) Ultrasensitivity, (7) Accounting for Changing Systems in Research, (8) Feasibility of System Change, (9) Conceptualizing the System, (10) Criteria for System Boundary Definition, (11) Maximizing Efficiency under Changing Needs, (12) Impact of Subsystem on Larger System, (13) Dynamic System, (14) Maintaining the Level of Analysis, (15) Consumer Preferences, (16) Process in Housing Subsystem, (17) Model Complexity, (18) Criteria for Judging Performance of the System, etc. Major problem areas identified are integration of a subsystem, criteria used to judge a system, and establishment of the problem. (JC)

ED 110 263

RC 008 712

Native American Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 22.

New York State Education Dept., Albany.

Report No.—PP-22

Pub Date Jul 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Advisory Committees, *American Indians, Bilingual Education, Community Involvement, Counseling Services, *Cultural Awareness, Curriculum Development, *Educational Policy, *Elementary Secondary Education, Grants, *Higher Education, Teacher Education

Identifiers—*New York

In recognition of the uniqueness of the Native American cultures, University of the State of New York Regents have prepared an educational policy statement encompassing proposed action and providing for Native American cultural transition and adaptation without loss of cultural identity. The regents recommend that: (1) a Statewide Native American Education Advisory Committee be established to include representatives from each tribe and the off-reservation urban population; (2) Native American Advisory Boards be established for each tribal group; (3) school boards be urged to develop employment policies enabling more Native Americans to be employed as certified instructional and noninstructional personnel; (4) teacher training institutions develop courses relative to Native American cultural heritage; (5) elementary/secondary curriculums incorporate special bilingual/bicultural instructional programs and materials; (6) the Education Department promote and assist tribal communities in the development of continuing education programs; (7) postsecondary grant-in-aid programs extend opportunities to Native Americans on and off reservations; (8) postsecondary guidance counseling services be provided; (9) the State Education Department continue use of the Bureau of Indian Affairs' and U.S. Office of Education's supplementary education funds. (JC)

ED 110 264

RC 008 713

West, Donald A. Hoppe, Stanley F. Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington.

Washington State Univ., Pullman. Washington Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—WAES-Bull-806

Pub Date Dec 74

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comparative Analysis, *Education, Family Background, Females, Graduate Surveys, High School Graduates, Males, *Occupations, Relocation, Residential Patterns, *Rural Areas, Rural Urban Differences, *Salaries, Training, *Young Adults

Identifiers—*Washington

Data collected via a 1973-74 mail survey of 1965 and 1966 rural Washington high school graduates were used to analyze the relationship between education, location of work, occupation,

and earnings of young adults (24-27 years of age). Respondents (524) males and 535 females) were asked to supply information on their educational background (pre- and post-graduation), their family background (place of residence), and their current occupations (location and salary). Occupation types found in the sample were compared with those of a national group derived from the 1970 Census of Population. Results indicated that: (1) education was an important factor associated with preparation for work, especially in areas of vocational and scientific training; (2) more than one-half the sample continued education after high school; (3) about four-fifths of the men and two-thirds of the women were employed in nonmetropolitan areas; (4) two-fifths of the men and three-fifths of the women were employed in small or large cities; (5) over one-half of the men held jobs in the professional, craftsmen, and operative categories, while 80 percent of the women were employed as professional and clerical workers; (6) when compared with the Census group, a higher proportion of the Washington adults were in professional occupations; and (7) earnings in small cities and towns were comparable to those of urban areas. (JC)

ED 110 265

RC 008 714

Swick, Kevin J. Henley, Lawrence L.

The Rural and Small School: A Comprehensive Information Booklet.

Illinois Local Control of Schools Association, Springfield.

Pub Date Sep 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Books, Elementary Secondary Education, Periodicals, *Problems, Review (Reexamination), *Rural Schools, *Small Schools, *State of the Art Reviews

The status of rural and small schools in today's society is such that it is confronted with a myriad of problems. Differing from school to school and from community to community, the most consistent rural and small schools problems are: (1) low level of instructional quality, (2) inadequate physical facilities, (3) financial instability, (4) less than desirable instructional resources and materials. Moreover, rural and small schools are not receiving their proportionate share of Federal educational funds, and State education offices are encouraging elimination of rural and small schools via financial allocation systems which reward large school districts and penalize small school districts. Despite these problems and prevalent criticism of the rural and small schools concept, some educators believe rural and small schools can provide a good climate for positive social behaviors among children, as well as revive and improve the total social climate in America. The 11 annotated book citations and the 20 annotated periodical citations presented herein are important works dealing with aspects of the following major issues in rural and small school education: (1) finances, (2) program quality, (3) staff development, (4) community control, (5) special needs learners, (6) physical facilities, and (7) appropriation of State and Federal monies. (JC)

ED 110 266

RC 008 715

Rojek, Dean G. And Others Community Satisfaction in a Rural Setting: Dimensionality and Correlates. Center of Applied Sociology, Working Paper RID-74.1.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Research Service (DOA), Washington, D.C. Econ. Dev. Div., National Inst. of Mental Health (DHEW), Bethesda, Md.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-74.1

Pub Date Apr 74

Note—37p.; Paper prepared for the Annual Meeting of the Southern Sociological Society (Atlanta, Georgia, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavioral Science Research, Demography, Education, Heads of Households, Health, Hypothesis Testing, *Measurement Techniques, *Rural Areas, *Social Attitudes, *Social Services, Socioeconomic Influences, Surveys

Identifiers—*Community Satisfaction, Illinois, Quality of Life

Addressing the issue of community satisfaction as a viable extension to the search for social indicators, the following hypotheses were tested: (1) community satisfaction is a multidimensional variable; (2) satisfaction with community services is a municipality-oriented phenomenon that will vary according to size of place of residence, i.e., small city, village, or open country; (3) the assessment of community satisfaction is not dependent on objective economic, demographic, or social status indicators. Data used to assess dimensionality, applicability, and correlates of community satisfaction, were derived from Putnam County, Illinois via a 1971 area probability sample survey which provided responses from 1,166 heads of households on 15 community satisfaction items. Results of factor analysis revealed four relatively independent dimensions—satisfaction with public, medical, commercial, and educational services. While significant differences of means were found for the medical and commercial dimension of community satisfaction among the three residential strata, an analysis-of-covariance model revealed a similar pattern of relationship between the objective indicators and each of the four dimensions of community satisfaction, indicating the need to develop social indicators based on individualized subjective evaluations of environment. (Author/JC)

ED 110 267

RC 008 716

Fisher, Guy Sellens, Sharon

Suggestions for Teaching Rural Alaska Native Students.

Anchorage Borough School District, Alaska.

Pub Date Jul 74

Note—63p.; Originally published June 1972

Available from—Anchorage Borough School District, 4600 DeBar Road, Anchorage, Alaska 99504 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*American Indians, Concept Formation, *Cultural Awareness, Cultural Background, Elementary Secondary Education, *Eskimos, *Guides, Language Arts, Learning Activities, Program Descriptions, Rural Areas, Social Studies, Teacher Improvement, *Teaching Techniques, Urban Areas

Identifiers—Alaska Native Core Program, *Alaska Natives, Rural Transition Center

Designed for elementary/secondary teachers working either with segregated Alaska Native classes (i.e., the Rural Transition Center and Native Core) or those working with integrated classes in either urban or rural areas, this guide presents a variety of instructional information. Presenting suggestions, research, comments, activities, etc., this guide is organized via the following sections: (1) a brief section on the cultural background of the Alaska Eskimo; (2) instructional styles of effective and ineffective teachers of American Indian and Eskimo students (an ethnographic study); (3) program descriptions providing history, philosophy, and objectives of the Boarding Home Program, the Rural Transition Center, and the Core Program; (4) a listing of Alaska towns and villages by traditional ethnic background; (5) 54 language arts learning activities; (6) 36 social studies learning activities; (7) 30 projects and activities for various disciplines; (8) a brief section on work habits; (9) a brief section on Native games and contests; (10) a listing of resource people and agencies; (11) "The First Alaskans"—an instructional television series (lesson descriptions and availability); (12) a listing of Alaska newspapers; (13) Alaska State Housing Authority's Listing of Alaska's Comprehensive Plans; and (14) a bibliography (resource materials, books, periodicals). (JC)

ED 110 268

RC 008 717

Picou, J. Steven Curry, Evans W.

Residence and the Athletic Participation—Educational Aspiration Hypothesis.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA-CSRS-S-61; USDA-CSRS-S-81

Pub Date Feb 74

Note—23p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Aspiration, *Athletes, *Correlation, Educational Background, Grade Point Average, High School Students, Hypothesis Testing, *Males, Parental Background, *Rural Areas, Rural Urban Differences, Seniors, Southern States, Statistical Analysis
Identifiers—*Louisiana

Employing similar variables, along with an assessment of the participation-aspiration hypothesis for athletes residing in rural Louisiana, a partial replication was attempted of previous studies of the athletic participation-aspiration relationship. A further extension of past studies was made by assessing the effects of selected predictor variables (athletic participation included) on aspirations within rural and urban residence categories, and a statistical comparison of the regression models obtained was also made between residence groups. Data were derived from a stratified, proportionate random cluster sample of all high school seniors in Louisiana (1970). Group interviews yielded usable responses from 254 rural white males and 630 urban white males. Variables utilized included: (1) father's education, (2) mother's education, (3) grade point average, (4) parent's educational encouragement, (5) educational aspiration, (6) athletic participation. Findings indicated that participation in high school athletics had "an extremely moderate, independent, positive effect on level of educational aspiration." Analysis revealed that of all the predictor variables investigated, athletic participation manifested the weakest relationships to educational aspirations in both residence categories. (JC)

SE

ED 110 269 SE 014 064

Rezba, Richard James

Preparation of Pre-Service Science Teachers in the Use of Alternate Laboratory Teacher Behaviors.
Pub Date 71

Note—161p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6826, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Educational Strategies, Higher Education, *Microteaching, *Preservice Education, *Science Education, Science Teachers, *Teacher Behavior, *Teacher Education, Verbal Communication

Identifiers—Research Reports

An attempt was made to develop an appropriate teaching model to aid perspective science teachers acquire teaching skills and behavioral patterns appropriate for inquiry-oriented laboratory activities and experiments. Data were collected from two groups of secondary science methods students on their verbal behavior while in the role of laboratory instructor during microteaching sessions. Verbal behavior of experimental group 1 was recorded before and after instructional treatment. For group 2 verbal behavior was recorded on two occasions following treatment. Treatment consisted of a printed model of behaviors and a perceptual model employing these laboratory teacher behaviors. Major conclusions drawn include: (1) the instructional treatment caused a significant increase in use of indirect verbal behaviors on 10 of 14 indirect criterion variables for group 1 and significantly decreased the use of lecture; (2) none were found for group 2, indicating a high degree of stability of participants' verbal patterns following treatment. There were significant differences attributable to high- and low-flexibility, as measured by the Philosophic-Mindedness Scale, on one criterion variable for group 1 and on three for group 2. (Author/EB)

ED 110 270 SE 014 074

Kahle, Jane Butler

The Effect of an Advanced Organizer and the Predictive Ability of Micro-Learning Tasks When Utilized with Carefully Sequenced Audio-Tutorial Units.
Pub Date 71

Note—145p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7974, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Autoinstructional Methods, *Biological Sciences, *College Science, Doctoral Theses, Educational Research, Elementary School Teachers, Higher Education, *Individualized Instruction, *Learning Processes, Preservice Education, Science Education

Identifiers—Advanced Organizers, Ausubel, Research Reports

Four audio-tutorial units were developed as part of this study to determine the effectiveness of the use of advanced organizers, based on Ausubel's theories, for meaningful learning experiences. In this study an advanced organizer was developed and given to half of the subjects prior to the instructional sequence. A series of micro-learning tasks, problem solving situations, was developed to assess the presence of concepts, generalizations, skills and processes in the learner's cognitive structure. Students taking a biology course for elementary education majors were divided randomly into the two treatment groups. All subjects received four micro-teaching tasks and all received the same learning materials in four audio-tutorial units. Data were analyzed for effectiveness of the advanced organizers by analysis of variance and by simple and multiple correlations. Under the experimental conditions no significant differences were found due to the advanced organizers. Multiple correlations were utilized to examine the effects of the micro-learning tasks. These tasks were found to be predictors for the criterion of the hour exam. Low predictive ability was found in the study but an increase was indicated for use of well defined micro-learning tasks. (Author/EB)

ED 110 271 SE 014 077

Oguntonade, Christopher Babafemi

An Analysis of Teachers' Verbal Explanation of Problems in High School Physics.
Pub Date 71

Note—177p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8828, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, *Inquiry Training, *Physics, Science Education, *Science Teachers, Secondary Education, *Secondary School Science, Teaching Procedures, *Verbal Communication

Identifiers—Research Reports

This study was undertaken primarily to identify various approaches used by physics teachers with special note made in terms of the inquiry approach in teaching. It was carried out in fifteen micro-teaching exercises, each involving one teacher and five high school students randomly chosen from the teacher's physics class. All verbal utterances were taped and transcribed verbatim. A modification of Suchman's model for the analysis of inquiry was developed into a two-dimensional six-category instrument for the analysis. The pedagogical dimension—lecturing, soliciting and responding—was used to monitor the inquiry method while the syntactical dimension, with categories called Encounter, System and Meaning, was used to monitor the interpretation of physics as enquiry. Chi-square tests revealed significant variabilities among teachers with regard to the distribution of utterances in both dimensions of the instruments. Inter-correlations measured by percentages and rates of utterances suggested that lecturing and soliciting are negatively associated verbal behaviors while lecturing is positively associated with the communication of meaning. It was concluded that constructs are the most frequently used explanatory tool in high school physics and lecturing the most prevalent mode of verbal explanation. Teachers need specific training for better use of verbal strategies. (Author/EB)

ED 110 272 SE 014 084

Ameduri, Robert Arthur

Analyses of Research Studies Pertaining to the CHEM Study and the CBA Programs.
Pub Date 71

Note—193p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9246, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Chemistry, *Curriculum, Doctoral Theses, Educational Research, *Evaluation, *Science Course Improvement Project, Science Curriculum, Science Education, Secondary Education, *Secondary School Science

Identifiers—CBA, Chemical Bond Approach, CHEM Study, Research Reports

This study was initiated based on the premise that it would yield relevant data that could be used in evaluating research to give directions for future studies. The author developed a Role Survey Instrument to measure the degree of impact that certain factors pertinent to the study had on the researchers and on the cooperating chemistry teachers and to provide information about people involved in the sample of the study. The sample consisted of thirteen dissertations pertaining to the CHEM Study and Chemical Bond Approach (CBA) programs. Parametric statistics were used to clarify the data as presented from the Role Survey Instrument and were analyzed in terms of means and standard deviations. Results indicated greater use of CHEM Study. The majority of researchers used modified patterns of pre-posttest experimental design. Approximately 70 percent of the researchers used the CHEM Study examinations, the Watson-Glaser Critical Thinking Appraisal, the ACS-NSTA High School Chemistry Tests, and individually developed tools to obtain research data. A summary of findings from the five-point impact scale technique showed that two items, years of teaching experience and academic background, were rank ordered one and two as having the greatest impact on the researchers and on the high school chemistry teachers. (Author/EB)

ED 110 273 SE 014 088

Smith, Melvin Ouston

A Comparison of Two Laboratory Methods for the Teaching of General Physical Science at the College Level: Vicarious Experimentation Versus Conventional Experimentation.
Pub Date 71

Note—137p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9530, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*College Science, Doctoral Theses, Educational Research, General Education, Higher Education, *Instruction, *Laboratory Experiments, *Physical Sciences, *Science Education, Teaching Procedures

Identifiers—Research Reports

Reported is a study comparing two laboratory teaching methods used with a college level general physical science course. The criterion instruments used were: (1) Watson-Glaser Critical Thinking Appraisal; (2) The Sequential Test of Educational Progress; (3) Nelson-Denny Reading Test; (4) Welch Science Process Inventory; and (5) The Smith Appraisal of Methods and Processes of Scientists. Variables, sex and student's academic major were also investigated as related to academic achievement. Two intact groups, non-science majors, all attended weekly laboratory classes. One group performed a series of vicarious experiments, the second used the conventional type experiments treating the same concepts. A pretest and posttest design was used. Analysis of covariance was performed on data collected. Student's achievement and critical thinking served as dependent variables. Influence of attitude and ability to employ the methods and processes of scientists were controlled by scores on the Welch and the Smith instrument. It was concluded that the use of vicarious experimentation appeared more effective as a means of developing the student's ability to think, of promoting achievement in understanding of subject matter, and as a method of teaching students matriculating in areas of special and elementary education. Girls who studied by the vicarious method achieved significantly greater test scores. (Author/EB)

ED 110 274

SE 014 091

Bell, Carroll Wilson

Celestial Navigation for High School Students.

Pub Date 71

Note—154p.; Ph.D. Dissertation, Texas A&M University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,197, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Astronomy, *Curriculum Development, Doctoral Theses, Educational Research, Instruction, *Programed Instruction, Science Education, Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Research Reports

Reported is a study of a syllabus designed to teach students how to determine a position by celestial means. The syllabus was intended to augment existing curricula and be a topic for special interest groups and not designed as a semester-long course in itself. Each of the 14 lessons included was preceded by specific objectives written in behavioral terms. Programmed instruction format or problem solving were used as reviews. The syllabus was tested on 79 high school boys and girls in four different geographic areas by four different teachers. Abilities ranged from high to low achievers and ages from 12 to 18 years. The syllabus was also tested with a group of 31 public school science teachers. All performances were considered satisfactory. All instructors who taught from the syllabus reported it to be as good as or better than any other book available on the subject. Most students indicated positive attitudes for both the subject material and for the syllabus. It is recommended it be made generally available to high schools. Programmed instruction form is highly recommended for high school students. (Author/EB)

ED 110 275

SE 014 095

Lasater, Mary Elizabeth Baxter

The Development and Evaluation of a Computer-Assisted Instructional Program Involving Applications of Selected Chemical Principles.

Pub Date 71

Note—578p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,370, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Chemical Equilibrium, *Chemistry, *Computer Assisted Instruction, Doctoral Theses, Educational Research, Evaluation, Instructional Design, *Instructional Materials, Science Education, Secondary Education, *Secondary School Science

Identifiers—Research Reports

The principal reason for this study was to apply a particular instructional design procedure and to evaluate the resulting materials. The development utilized a systems approach and included: (1) specification of the terminal behavior and of the entering skills, (2) description of intermediate objectives and arrangement of same into a learning hierarchy, (3) development of instructional sequence and materials, (4) developmental evaluation and revision, and (5) testing and evaluation of whole program. It was concluded that the program performed satisfactorily with respect to increased student ability to demonstrate the terminal behavior and with respect to individualizing instruction. The student's path length through the program appeared to be ($P = 0.018$) inversely related to his initial competency in the mathematical entering skills. The post-program achievement of the terminal behavior seemed to be inversely related to the program path length. It was not possible to demonstrate any relationship between SAT scores (Verbal or Math) and either the program path length or post-program achievement. Within the group selected to use the program, those who completed the instructional materials exhibited significantly (P less than 0.01) more positive attitudes toward computer-assisted instruction than did those who did not use the program. (Author/EB)

ED 110 276

SE 014 301

Gardner, Louis Arthur, Jr.

The Relationship Between Psychological Readiness and Achievement on a Computer-Assisted Instructional Program for Science Teacher Education.

Pub Date 71

Note—126p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,348, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Behavioral Objectives, *Computer Assisted Instruction, Doctoral Theses, Educational Research, Elementary School Science, *Elementary School Teachers, Higher Education, *Instruction, Preservice Education, Science Education, Science Teachers, Teacher Characteristics, *Teacher Education

Identifiers—Research Reports

The purpose of this study was to determine if relationships existed among teaching experience, teacher concern level, and achievement of a skill used in teaching science. The teaching skill selected was the identification and use of behavioral objectives. Thirty-four experienced elementary school teachers and 26 undergraduate elementary education majors were the participants in the study. The range for teaching experience was from 0 to 36 years and range of teacher concern level was from 0 to 6 on a 7-point scale. The subjects participated in a computer-assisted instructional (CAI) program (IN-OBJ) designed to teach the identification and use of behavioral objectives in science. Each subject was given a pretest and posttest. Results indicated that students were generally successful in learning the identification and use of behavioral objectives when taught by the CAI program INOBJ. Results indicated that teaching experience was inversely related to achievement, suggesting that content being taught was of less importance to experienced teachers who possibly tended to screen out material they felt irrelevant to post experience. Significant correlations between experience and concern level supported the inference that teacher concern level was a natural outgrowth of teaching experience. As a set these two variables were not useful in predicting achievement. (Author/EB)

ED 110 277

SE 014 307

Tullen, Colton

Capacitor Behavior: A Film and Laboratory Unit in Physics.

Pub Date 71

Note—94p.; Ed. D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,810, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Audiovisual Instruction, *College Science, Doctoral Theses, Educational Research, Electronics, Films, Instruction, *Instructional Materials, Laboratory Experiments, *Multimedia Instruction, *Physics, Science Education, Technical Education

Identifiers—Research Reports

Because of a reading difficulty resulting in inability to acquire new information and concepts from the textbook used in a technical Physics I course, the investigator felt it appropriate to find another way for presenting the material. Since these students were majoring in electronics technology, they require good technique in the laboratory. The instructional package developed attempts to provide aurally and visually information conventionally found in textbooks. It included a 2-part film, a 32-page laboratory guide, and a 6-item pretest and posttest. The laboratory work comes between the two parts of the film. The second part of the film, besides substantiating the student's findings, also acquaints him with improved data gathering and handling techniques. An analysis of test results showed that the students learned better from the film and hands-on laboratory activity. It was suggested that any changes made in the instructional package would minimize further the extent of test-like material in the guide and would involve the transformation of information and concepts formerly in the guide to the motion picture mode with reinforcement in the laboratory activities. (Author/EB)

ED 110 278

SE 015 123

Backart, Kent Elwood

Analysis of Freshman Chemistry Curriculum Practices and Their Relation and Implications to the Students Attitudes and Values.

Pub Date 72

Note—170p.; Ph.D. Dissertation, United States International University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,485, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Chemistry, *College Science, *Curriculum, Doctoral Theses, Educational Research, Higher Education, Instruction, Science Education, *Student Attitudes, Student Characteristics

Identifiers—Research Reports

The problem of this study was to compare teaching methodology and teaching strategies used in general chemistry courses to the attitudes and values of the students taking those courses. Objectives of the study included: (1) an investigation of the teaching methodology in use in chemistry courses, (2) a study of the attitudes of students toward these courses and their perception of the value of the course; and (3) an investigation of the personality and biographical background of the students participating in the study. Data were collected from questionnaires distributed to general chemistry students and from group interviews with general chemistry students and faculty in the fields of science and science education. The data analysis indicated that a student's perception of the benefits of a course increases the probability of success in the course and that students hold a poor attitude toward a class when an impersonal atmosphere prevails by virtue of extremely large lecture sections. Among the conclusions drawn was that to improve education at the first year in college science courses, methods of teaching must be revised. More emphasis must be placed on topics relevant to the student and less on abstractions. Laboratory procedures must be revised to stimulate interest on the part of the non-science major. (Author/MLH)

ED 110 279

SE 015 126

Downs, Gary Eugene

A Comparison of the Affective Behavior of Students Enrolled in Various High School Science Courses as Measured by an Instrument Developed Using the Affective Domain Continuum.

Pub Date 72

Note—191p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,799, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Affective Behavior, *Affective Tests, Biology, Chemistry, Doctoral Theses, Educational Research, Physical Sciences, Physics, Science Education, *Secondary Education, *Secondary School Science

Identifiers—Research Reports

The purpose of this study was to compare the affective behavior of students enrolled in the various high school science courses. The sample for the study included eight science courses. The sample for the study included eight science classes consisting of the following: 45 ninth-grade Introductory Physical Science students, 46 tenth-grade biology students, 47 eleventh- and twelfth-grade chemistry students, and 52 eleventh- and twelfth-grade physics students. The instrument used to measure the students' affective behavior, the Affective Domain Measuring Scale (ADMS), was developed using Thurstone's techniques and the first four categories of the affective domain continuum published by Krathwohl in 1964. Mean scores were calculated from the students' responses on pretest and posttest exercises. The t-ratio was used to test for significance. The following conclusions were made: (1) the affective behavior of most science students changed in the unfavorable direction, (2) the high school science students enrolled in physics and chemistry have a more favorable affective behavior toward science than do the biology and Introductory Physical Science students, (3) physics, chemistry, biology and Introductory Physical Science students experience different amounts of change in affective

behavior during one semester, (4) males have a more favorable affective behavior toward science than do females, and (5) females' affective behavior toward science changes more than males' affective behavior toward science in one semester. (Author/MLH)

ED 110 280 SE 015 139

Haggard, Floretta Faubion

An Audio-Tutorial Model for First Year General Chemistry: An Operational Plan for Claremore Junior College.

Pub Date 72

Note—238p.; Ed.D. Dissertation, The University of Tulsa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,461, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Autoinstructional Programs, *Chemistry, College Science, *Course Organization, Doctoral Theses, Educational Research, Higher Education, Instruction, *Junior Colleges, *Science Education

Identifiers—Research Reports

The primary objective of this study was to determine the characteristics that should constitute an auto-tutorial program in first-year general chemistry at the junior college level. Specifically, this study was concerned with developing an auto-tutorial model for a first-year general chemistry class at Claremore Junior College using the derived characteristics. A sample of 59 junior college chemistry instructors, who had used auto-tutorial instruction, filled out and returned a questionnaire intended to obtain opinions and suggestions related to auto-tutorial chemistry programs and descriptions of existing programs. Included in the recommendations compiled from the questionnaires were that ten units should be offered, unit exams should make up the preponderance of the evaluative process, and that the course should have a maximum of three instructors, with consultants hired as needed. The following provisions were recommended: a workbook with problems as the major area of content; a syllabus and an information sheet containing the reading texts, room assignments, grading procedures, and the structure of the course; specifically stated behavioral objectives formulated by the instructors currently involved in the course; an independent study and an assembly room with demonstration tables, blackboards, and projection devices; and movies, filmloops, and cassette tapes with the voice of one of the instructors currently involved in the course. (Author/MLH)

ED 110 281 SE 015 296

Poole, William F., Jr.

Factors Related to Enrollment in Secondary School Physics.

Pub Date 72

Note—192p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-25,456, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, *Enrollment Influences, *Physics, Science Education, *Scientific Attitudes, Secondary Education, *Secondary School Science, Student Attitudes

Identifiers—Research Reports

This research attempted to identify some of the possible factors related to the downward trend in secondary school physics enrollment in the United States. A pilot study was conducted in one high school to develop a "Science Attitude Inventory" that was then administered to 3,738 college preparatory students in 11 secondary schools in the northeastern Massachusetts area. The 40-item Likert-type scale inventory asked physics and non-physics students to respond to statements about physics. An identical inventory was administered to chemistry and non-chemistry students and biology and non-biology students except the word "physics" was changed to "chemistry" and "biology" respectively. In the analysis, physics, chemistry, and biology were considered as three levels of "science courses," and the students' enrollment or nonenrollment was two levels of "enrollment." This 3 x 2 factorial design employed analysis of variance as the statistical

method. The data indicated that students who elect physics have: (1) a more positive overall attitude toward physics; (2) more positive feelings about "Attitudes Toward a Course in Physics" and "Career, Practical, or Educational Significance" of physics; (3) more positive attitudes toward chemistry; and (4) high scores of intelligence, aptitude, and academic achievement. (Author/MLH)

ED 110 282 SE 015 297

Principe, Joseph Francis

The Needed Preparation and Attributes of Science Faculty in a Community College.

Pub Date 72

Note—164p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,528, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*College Science, *Community Colleges, Doctoral Theses, Educational Research, Junior Colleges, Science Education, *Science Teachers, Teacher Education, *Teacher Qualifications

Identifiers—*New York, Research Reports

The purpose of this study was to investigate and derive answers to specific questions regarding the needed preparation and the needed attributes of science faculty for teaching biology, chemistry, physics and earth science in community colleges. The study was limited to the public community colleges of New York State. Data, gathered by means of a 50-item research instrument, were reported and tabulated using percentage, rank order, and chi-square statistics. The responses of the deans of the colleges, the science department chairmen, and the science faculty members to certain questionnaire items indicated the academic requirements desired in a prospective community college science teacher. Among the recommended requirements were a baccalaureate degree in a science, and completion of a master's program providing an additional 21-30 semester hours of science study, and 0-9 semester hours of professional education courses, including courses in community college teaching. A methods course in the preparation of community college science faculty and courses in counseling should be included at the master's level, but on an elective basis. Also recommended was that a community college science teacher should have the competence to teach in more than one area of the same field as well as the competence to teach in another related field of science. (Author/MLH)

ED 110 283 SE 015 299

Robertson, Harold Frederick, Jr.

A Study of the Effect Introductory Physical Science Produces in Students' Abilities in Selected Areas of Physics.

Pub Date 72

Note—162p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-27,210, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Curriculum, Doctoral Theses, Educational Research, *Physical Sciences, Physics, *Science Curriculum, Science Education, Secondary Education, *Secondary School Science

Identifiers—Introductory Physical Science, IPS, Research Reports

This study, conducted at Northeast Catholic High School for Boys in Philadelphia, was designed to determine if a significant difference existed between ninth-grade students experienced in Introductory Physical Science and ninth-grade students experienced in conventional General Science in ability to manipulate basic physics laboratory equipment, construct and graph tables of data, and interpret physics data. A total of 78 ninth-grade students experienced in Introductory Physical Science (the experimental group) and a comparable group of 78 ninth-grade students experienced in conventional General Science (the control group) completed the following: a physics pre- and posttest consisting of appropriate questions from the Tests of the Physical Science Study Committee (PSSC); the Welch Science Process Inventory; and three experiments from the PSSC curriculum. The findings showed that

the ability of the students experienced in the Introductory Physical Science tended to be greater than the ability of the students experienced in conventional General Science in constructing and graphing tables of data and in interpreting physics data. There was no significant difference between the two groups in the time needed to complete the experiments or in ability to manipulate basic physics laboratory equipment. (Author/MLH)

ED 110 284 SE 015 394

Parks, R. B.

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department.

Technomics, Inc., McLean, Va.

Report No.—AD-745-261

Pub Date Mar 72

Note—55p.; Related documents are SE 015 395 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-261, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, Career Education, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, *Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, Task Analysis

This volume is an explanatory volume referencing the Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department project accomplishments and precedes the 16 separately bound attachments. Contained in this publication are: The Introduction; Philosophies and Objectives; First Year Activities; The Context for Systems Analysis; Ad Hoc Growth of Occupations; A Schema for Logical Analysis; A Rational Education Model; Occupational Relatedness; Orienting Job Analysis to Occupational Clustering; The Task Statement; Task Inventory Building; Functional Coding; The Role of Automation; The Scope of an Inventory; The Family of Task Inventories; Task Inventory Validation; Implementing Results; A Potential Coherent System Model; Relationship to Civilian Health Occupations; and Summarizing Potential Areas of Contribution. A list of references is included. (BT)

ED 110 285 SE 015 395

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 1. Radiation QPCB Task Sort for Radiation.

Technomics, Inc., McLean, Va.

Report No.—AD-745-262

Pub Date Mar 72

Note—48p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-262, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, Careers, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, *Radiation, Task Analysis

This publication is Attachment 1 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in radiation. (BT)

ED 110 286 SE 015 396

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 2. General Ward Corpsman QPCB Task Sort for Patient Care.

Technomics, Inc., McLean, Va.

Report No.—AD-745-263

Pub Date Mar 72

Note—54p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-263, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Development, Manpower Needs, *Manpower Utilization, *Military

Personnel, Occupational Information, Paramedical Occupations, Task Analysis

This publication is Attachment 2 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties for a general ward corpsman. (BT)

ED 110 287 SE 015 397

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 3. O.R. QPCB Task Sort for O.R.

Technomics, Inc., McLean, Va.

Report No.—AD-745-264

Pub Date Mar 72

Note—31p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-264, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, *Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, Task Analysis

This publication is Attachment 3 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties. (BT)

ED 110 288 SE 015 398

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 4. Clinic QPCB Task Sort for Clinical Physician Assistants—Dermatology, ENT, Ophthalmology, Orthopedics, and Urology.

Technomics, Inc., McLean, Va.

Report No.—AD-745-265

Pub Date Mar 72

Note—31p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-265, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, *Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, Task Analysis

This publication is Attachment 4 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties for clinical physician assistants. (BT)

ED 110 289 SE 015 399

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 5. Bionics QPCB Task Sort for Cardio-Pulmonary, EEG, EKG, Inhalation Therapy.

Technomics, Inc., McLean, Va.

Report No.—AD-745-266

Pub Date Mar 72

Note—151p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-266, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, *Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, Task Analysis

This publication is Attachment 5 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in cardio-pulmonary, EEG, EKG, and inhalation therapy. (BT)

ED 110 290 SE 015 400

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 6. Neu-

ropsychiatric QPCB Task Sort for Psychiatric and Mental Health Care.

Technomics, Inc., McLean, Va.

Report No.—AD-745-267

Pub Date Mar 72

Note—38p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-267, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Mental Health, *Military Personnel, Occupational Information, Paramedical Occupations, Psychiatric Services, Psychiatry

This publication is Attachment 6 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in psychiatric and mental health care. (BT)

ED 110 291 SE 015 401

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 7. Equipment Repair QPCB Task Sort for Medical and Dental Equipment Repair.

Technomics, Inc., McLean, Va.

Report No.—AD-745-268

Pub Date Mar 72

Note—57p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-268, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, *Equipment Maintenance, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 7 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in medical and dental equipment repair. (BT)

ED 110 292 SE 015 402

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health.

Technomics, Inc., McLean, Va.

Report No.—AD-745-269

Pub Date Mar 72

Note—34p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-269, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, *Public Health Identifiers—Environmental Health

This publication is Attachment 8 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in environmental health. (BT)

ED 110 293 SE 015 403

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 9. Laboratory QPCB Task Sort for Medical Laboratory Technology.

Technomics, Inc., McLean, Va.

Report No.—AD-745-270

Pub Date Mar 72

Note—31p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-270, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel,

*Job Analysis, Manpower Needs, Manpower Utilization, *Medical Technologists, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 9 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in medical laboratory technology. (BT)

ED 110 294 SE 015 404

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 10. PT/OT QPCB Task Sort for Physical and Occupational Therapy.

Technomics, Inc., McLean, Va.

Report No.—AD-745-271

Pub Date Mar 72

Note—32p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-271, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, *Occupational Therapy, Paramedical Occupations, *Physical Therapy

This publication is Attachment 10 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in physical and occupational therapy. (BT)

ED 110 295 SE 015 405

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 11. Pharmacy QPCB Task Sort for Pharmacy.

Technomics, Inc., McLean, Va.

Report No.—AD-745-272

Pub Date Mar 72

Note—21p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-272, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, *Pharmacists

This publication is Attachment 11 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in pharmacy. (BT)

ED 110 296 SE 015 406

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 12. Dental QPCB Task Sort for Dental Patient Care, Prosthetics, Laboratory, and Administration.

Technomics, Inc., McLean, Va.

Report No.—AD-745-273

Pub Date Mar 72

Note—86p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-273, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Armed Forces, *Computers, *Dentistry, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 12 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in dentistry. (BT)

ED 110 297 SE 015 407

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy

Medical Department. Attachment 13. Administrative QPCB Task Sort for Medical/Dental Administration.

Technomics, Inc., McLean, Va.
Report No.—AD-745-274

Pub Date Mar 72

Note—30p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-274, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Administration, *Armed Forces, *Computers, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 13 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in medical/dental administration. (BT)

ED 110 298 SE 015 408

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 14. Aviation QPCB Task Sort for Aviation Medicine and Physiology.

Technomics, Inc., McLean, Va.
Report No.—AD-745-275

Pub Date Mar 72

Note—58p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-275, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Armed Forces, *Computers, *Evaluation Methods, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations, Physiology
Identifiers—Aviation Medicine

This publication is Attachment 14 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in aviation medicine and physiology. (BT)

ED 110 299 SE 015 409

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 15. Field Medicine QPCB Task Sort for Field Medicine.

Technomics, Inc., McLean, Va.
Report No.—AD-745-276

Pub Date Mar 72

Note—46p.; related documents are SE 015 394 - 410

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-276, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Armed Forces, *Computers, *Evaluation Methods, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 15 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of job duties in field medicine. (BT)

ED 110 300 SE 015 410

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 16. Independent Duty QPCB Task Sort for Independent Duty.

Technomics, Inc., McLean, Va.
Report No.—AD-745-277

Pub Date Mar 72

Note—47p.; related documents are SE 015 394 - 409

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745-277, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Computers, *Evaluation Methods, Health Occupations Education, *Health Personnel, *Job Analysis, Manpower Needs, Manpower Utilization, *Military Personnel, Occupational Information, Paramedical Occupations

This publication is Attachment 16 of a set of 16 computer listed QPCB task sorts, by career level, for the entire Hospital Corps and Dental Technician fields. Statistical data are presented in tabular form for a detailed listing of independent job duties. (BT)

ED 110 301 SE 015 601

Nuttonson, M. Y., Ed.

AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2.

American Inst. of Crop Ecology, Silver Spring, Md.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N.C. Office of Air Programs.

Report No.—AICE-AIR-72-13; APTD-1141; PB-210-653

Pub Date Apr 72

Note—132p.; For Parts 1 and 3, see ED 084 095 and 096

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210653, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, Chimneys, Data Processing, *Environment, *Environmental Research, Exhausting, Industry, Meteorology, Pollution, Urban Environment, Waste Disposal

Identifiers—Emissions, Power Plants, *Russia

Twelve papers were translated from Russian: Automation of Information Processing Involved in Experimental Studies of Atmospheric Diffusion, Micrometeorological Characteristics of Atmospheric Pollution Conditions, Study of the Influence of Irregularities of the Earth's Surface on the Air Flow Characteristics in a Wind Tunnel, Use of Parameters of Eulerian Turbulence for Estimates of Lagrangian Characteristics, Method of Evaluating Atmospheric Diffusion from Turbulent Characteristics, Scattering of Smoke from a High-Level Point Source, Diffusion from a Point Source of Finite Time of Action, Use of Surface Observations for Characterizing the State of the Surface Atmospheric Layer, Sulfur Dioxide and Dust Measurements in Measuring Networks of the Hydrometeorological Institute, Experimental Studies of Atmospheric Pollution in Industrial Areas, Field Studies of Air Pollution in the Area of the Skawina Electric Power Plant, and Effect of Meteorological Conditions on Air Pollution in Cities of the Soviet Union. (BT)

ED 110 302 SE 015 743

Brady, Joe Lee

Independent Instruction in High School Chemistry: A Comparison with a Traditional Technique.

Pub Date 72

Note—87p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-30,126, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Chemistry, Doctoral Theses, Educational Research, *Independent Study, Science Education, Secondary Education, *Secondary School Science, *Teaching Methods

Identifiers—CHEM Study, Research Reports

The purpose of the study was to determine differences in chemistry resulting from a traditional and an independent technique of teaching. The population included four chemistry classes at Scottsdale Saguaro High School. Intact groups were assigned to experimental or control groups by random processes. The control group was presented the CHEM Study program in essentially a lecture-laboratory manner using the teacher's guide and its suggestions for instruction. The experimental group was permitted to study, or not study, the same material during class periods with no direct instruction by the teacher except in a tutorial manner. Pretest and posttest measures were obtained using the ACS-NSTA Chemistry Examination. A statistical analysis

revealed no significant differences in chemistry achievement between the control and the experimental groups. The author concluded that within the expressed and implied limitations of the study: (1) chemistry can be taught by either a traditional technique or an independent study technique, resulting in approximately the same amount of achievement; and (2) achievement alone does not provide enough information relative to deciding whether an independent study or traditional technique should be used in teaching chemistry at the high school level. (Author/MLH)

ED 110 303 SE 015 744

Clark, Glenn Walter

An Investigation Into the Relationship Between Science Teaching and Language Usage.

Pub Date 72

Note—119p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-30,609, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Elementary Education, *Elementary School Science, *Instruction, Language, *Language Usage, *Questioning Techniques, *Science Education, *Teaching Methods
Identifiers—Research Reports

This study was conducted to investigate the hypothesis that science teaching, properly done, could have an effect on language usage among elementary school students. A population of 14 fourth-grade classrooms was randomly divided into experimental and control groups. All teachers attended workshops for 90 minutes every two weeks throughout the school year. The workshops for experimental teachers consisted of training in the use of science materials, science concepts, and questioning techniques. In each class, a "typical" discussion situation and a science lesson were taped. The tapes were analyzed in terms of language usage and kinds of questions asked by the teachers. It had been expected that both the experimental group and the science context would lead to higher levels of language usage. This was not found to be true. Within the science context, however, significant differences in level of language were found in response to question categories labeled verification, observation and memory, and extension. It was also found that experimental teachers asked significantly more higher level, extension questions. In addition, a standardized language test was given before and after. A highly significant partial correlation was found between mean t-unit length and the post language scores when the effect of the language pretest was removed. (Author/MLH)

ED 110 304 SE 015 745

Clark, William Marshall

The Thirteen-College Curriculum Program: A Study of Teachers' Attitudinal Change Toward an Innovative Science Curriculum.

Pub Date 72

Note—266p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29,943, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Attitudes, *College Science, College Teachers, *Curriculum, Doctoral Theses, *Educational Innovation, Educational Research, *Higher Education, Science Education, Teacher Attitudes
Identifiers—Research Reports

The purposes of this study were to investigate science teachers' attitudinal changes toward an innovative science curriculum and to ascertain what variables were pertinent to these changes. The population consisted of 55 college science teachers assigned to participate in the program beginning with the summer of 1971. The instruments used were: the Faculty Questionnaire, the Summer Assessment Questionnaire, and the Sequential Test of Educational Progress. The pertinent findings of this study were: (1) there was a significant positive correlation between teachers' attitude scores and the amount of formal science training; (2) there was no significant correlation between males and females and their attitude

scores toward an innovative science curriculum; (3) the correlation between teachers' attitudinal scores and major teaching area was nonsignificant; (4) the number of years of teaching at the college level and the teachers' attitude scores appeared to be nonsignificant; (5) the number of contact hours required of teachers in the program and their attitude scores had a significant positive correlation; (6) teachers' knowledge of science and their attitude scores were not significantly correlated; (7) attitude scores and teachers' chronological age were not significantly correlated; and (8) attitude scores toward the summer conference and an innovative science curriculum had significant positive correlations. (Author/MLH)

ED 110 305 SE 016 037

Hoffnagle, Gale F.

Technical Report Bibliography.

Environmental Health Lab., McClellan AFB, Calif.

Report No.—AD-751-898; EHL-M-72M-14

Pub Date Aug 72

Note—147p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-751-898, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Abstracts, Air Pollution Control, *Bibliographies, *Environment, *Military Organizations, Pollution, Public Health, Radiation, Reports, *Technical Reports, Water Pollution Control

Identifiers—Noise

A Bibliography of all unclassified technical reports prepared by USAF Environmental Health Laboratory, McClellan is presented. It contains a listing by subject matter and a listing of all reports by year with report number and abstract. The reports cover most areas of environmental topics such as air, water, noise, and radiation pollution. (NTIS)

ED 110 306 SE 016 048

Dee, L. A. And Others

An Improved Manual Method for NOx Emission Measurement.

Air Force Rocket Propulsion Lab., Edwards AFB, Calif.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Research and Development.

Report No.—EPA-R2-72-067; PB-212-859

Pub Date Oct 72

Note—107p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-212-859, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, *Chemical Analysis, Chemistry, *Environment, *Environmental Research, Instrumentation, *Measurement, Measurement Techniques, Pollution, Sampling, Scientific Research, Waste Disposal, Wastes

The current manual NO (x) sampling and analysis method was evaluated. Improved time-integrated sampling and rapid analysis methods were developed. In the new method, the sample gas is drawn through a heated bed of uniquely active, crystalline, PbO₂ where NO (x) is quantitatively absorbed. Nitrate ion is later extracted with water and the concentration subsequently determined by a NO₃ (-) selective ion electrode. A simple selective precipitation eliminates electrode interferences derived from PbO₂ absorption of other combustion products such as HCl, SO (x), HF, and CO. Field tests were conducted at various stationary source sites and the data are presented herein. (NTIS)

ED 110 307 SE 016 049

Chappell, Gilford A.

Development of the Aqueous Processes for Removing NOx from Flue Gases.

ESSO Research and Engineering Co., Linden, N.J. Government Research Lab.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Research and Development.

Report No.—EPA-R2-72-051; PB-212-858

Pub Date Sep 72

Note—212p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-212-858, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, *Chemical Analysis, Chemical Reactions, Chemistry, Energy, *Environment, *Environmental Research, *Measurement, Measurement Techniques, Pollution, Scientific Research, Waste Disposal, Wastes

Identifiers—*Nitrogen Oxides, Power Plants, Stack Emissions

A screening study was conducted to evaluate the capability of aqueous solutions to scrub NOx from the flue gases emitted by stationary power plants fired with fossil fuels. The report summarizes the findings of this laboratory program. The experimental program studied the following media for absorption of NOx from flue gases containing NOx: Water; Metal hydroxides and slurries; Ammonia and 2-aminoethanol solutions; Acid solutions; and Salt solutions. In the scrubbing of flue gas containing NO₂ and SO₂, absorption of NO₂-SO₂ by sulfites, hydroxides, and carbonates was studied. Combined NOx-SOx scrubbing seems feasible using any of several hydroxide or carbonate systems provided NOx (NO) can be efficiently oxidized to NO₂ upstream from the scrubbing unit. (NTIS)

ED 110 308 SE 016 050

McClatchie, E. A.

Development of an Infrared Fluorescent Gas Analyzer.

Akron Scientific Labs., Berkeley, Calif.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N. C.

Report No.—EPA-R2-72-121; PB-213-846/9

Pub Date Aug 72

Note—11p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-846/9, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, *Chemical Analysis, Chemistry, Environment, *Environmental Research, Instrumentation, *Measurement, Measurement Techniques, Pollution, Research, Scientific Research, Technological Advancement, Technology, Wastes

Identifiers—Carbon Monoxide

A prototype model low level carbon monoxide analyzer was developed using fluorescent cell and negative chopping techniques to achieve a device superior to state of art NDIR (Nondispersive infrared) analyzers in stability and cross-sensitivity to other gaseous species. It is clear that this type of analyzer has that capacity. The prototype analyzer, which is a self-contained unit powered from 115V 60Hz line, showed an ultimate detectivity to CO of approximately 1 ppm. and no measurable cross sensitivity to any other gaseous species at the level normally found in the ambient atmosphere. The theory and results of the research are summarized. (NTIS)

ED 110 309 SE 016 055

Sachdev, Sham L. And Others

Specific Method for the Determination of Ozone in the Atmosphere.

Louisiana State Univ., Baton Rouge. Coates Chemical Labs.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N. C.

Report No.—EPA-R3-72-015; PB-213-019

Pub Date Jan 72

Note—14p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-019, PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, *Chemical Analysis, Chemistry, *Environment, Environmental Research, Instrumentation, *Measurement, Pollution, Quality Control, *Research

Identifiers—*Ozone

A description is given of work undertaken to develop a simple, specific, and reliable method for ozone. Reactions of ozone with several 1-alkenes were studied at room temperature (25°C). Eugenol (4-allyl-2-methoxy phenol), when reacted with ozone, was found to produce relatively large amounts of formaldehyde as compared to other 1-alkenes tested. The method described was compared with alkaline iodide method for the determination of various concentrations of ozone in the range of 0.05 to 2.0 ppm. The reactions of ozone with eugenol were found to yield stoichiometric amounts of formaldehyde. Hydrogen peroxide, peracetic acid, sulfur dioxide and various reducing agents commonly present in the air, do not interfere with the method. Formal-

dehyde, when present in the air, must be determined simultaneously. Any formaldehyde monitoring equipment can be easily adapted for the determination of ozone. (NTIS)

ED 110 310 SE 016 568

Physics in Perspective: Recommendations and Program Emphases.

National Academy of Sciences - National Research Council, Washington, D.C. Physics Survey Committee.

Report No.—N72-29689; NASA-CR-127782

Pub Date 72

Note—125p.; excerpt from ED 082 942

Available from—National Technical Information Service, Springfield, Virginia 22151 (N72-29689, PC-\$8.25; MF-\$2.25)

Document Not Available from EDRS

Descriptors—Educational Programs, Manpower Needs, *Manpower Utilization, *National Surveys, *Physics, Physics Curriculum, Physics Instruction, Research, *Science Education, *Scientific Manpower, Scientific Research, Social Influences

Identifiers—National Academy of Sciences

This report is excerpted from a much more extensive volume, entitled PHYSICS IN PERSPECTIVE, VOLUME 1, the final report of the Physics Survey Committee. The Physics Survey Committee was appointed by the President of the National Academy of Sciences in mid-1969 and charged with an examination of the status, opportunities, and problems of physics in the United States. In addition to the study of physics as such, the committee has attempted to place physics in perspective in U.S. society. The committee has evolved an approach to the establishment of priorities and program emphases that may have wider potential utilization; it has carried out studies on education in physics and physics in education, on the production and utilization of physics manpower, and on the dissemination and consolidation of physics information. The report lists recommendations and establishes priorities and program emphases. (BT)

ED 110 311 SE 017 022

Bryson, Reid A. Kutzbach, John E.

Air Pollution. Resource Paper No. 2.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 68

Note—42p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$1.50 ea. for 1-9 copies; \$1.35 ea. for 10-99 copies; \$1.20 ea. for 100 copies or more)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, Climate Control, Conservation Education, Ecological Factors, *Environmental Education, Geography, *Higher Education, Natural Resources, Physical Environment, *Pollution, Research, *Resource Materials, Universities, Waste Disposal, Wastes

Identifiers—National Science Foundation, NSF

These Resource Papers have been developed as expository documents for the use of both the student and the instructor in undergraduate college geography courses at the introductory and advanced level. They are designed to supplement existing texts and to fill a gap between significant research in American geography and readily accessible materials. The papers are concerned with concepts or topics in modern geography and focus on one of three general themes: geography theory; policy implications; or contemporary social relevance. The papers are introduced by a section entitled "Sewers in the Sky," followed by sections on: the location of air pollution; mechanisms of air pollution production, concentration, spread and removal; and the significance of air pollution with respect to health, esthetics, economics and global climate. A summary, a listing of references cited, and additional bibliographic material conclude these papers. (BT)

ED 110 312 SE 017 268

Motillo, Joseph Louis

A Comparative Analysis of Achievement and Attitudes of Twelfth Grade PSSC Physics Students When They Receive as Opposed to When They Do Not Receive Behavioral Objectives Prior to Instruction.

Pub Date 73

Note—118p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,759, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, *Attitudes, *Behavioral Objectives, Doctoral Theses, Educational Research, *Physics, *Science Course Improvement Project, Science Education, Secondary Education, Secondary School Science

Identifiers—Physical Science Study Committee, PSSC, Research Reports

This study compared the achievement and attitudes of twelfth-grade PSSC physics students when they were given lists of behavioral objectives as compared to when they were not given these lists prior to instruction. Five classes of students were involved, one class remaining a control group throughout the 20-week experiment. Students were administered posttests to determine achievement levels and to determine advantages and disadvantages of being given behavioral objectives prior to instruction. From the results obtained, the investigator concluded that physics students viewed instruction more favorably when given written behavioral objectives prior to instruction as opposed to when they were not given behavioral objectives prior to instruction. (Author/CP)

ED 110 313 SE 017 276

Grosmark, Jay Waldo

The Relationship Between Achievement and Laboratory Skills to the Number of Experiments Performed by the High School Chemistry Student.

Pub Date 73

Note—195p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-28,856, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Attitudes, *Chemistry, Doctoral Theses, Educational Research, *Instruction, Science Education, Secondary Education, Secondary School Science

Identifiers—CHEM Study, Research Reports

The purpose of this study was to determine the effectiveness of doubling the laboratory experiments and time in the laboratory on student achievement, performance on laboratory skills, and attitude toward high school chemistry. One hundred forty-three students were assigned either of two treatments. All students performed the same basic experiments. Students in the experimental group performed, on a weekly basis, an additional experiment related to the basic experiment. All students took the same posttests: CHEM Study midsemester test, investigator's laboratory performance test, and an attitude survey. Among the findings were: no significant difference in the adjusted means of the achievement scores of the experimental and control groups, no significant difference in the attitudes of the groups, and a significant difference in laboratory skills of the experimental as compared to the control group. (Author/CP)

ED 110 314 SE 017 278

Halsted, Douglas Alan

A Comparison of Two Methods of Teaching Molecular Architecture to High School Chemistry Students.

Pub Date 73

Note—172p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,604, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, *Attitudes, *Chemistry, Doctoral Theses, Educational Research, Instruction, Science Education, Secondary Education, Secondary School Science

Identifiers—CHEM Study, Research Reports

This investigation explored the question of how high school chemistry students best learn three-dimensional molecular, ionic, and metallic structures in CHEM Study (Freeman, 1963). The experimenter compared the achievement, attitude,

and instructional preferences of 110 randomly selected students taught by two different methods: (1) student assembly of orbital models, and (2) teacher lecture-demonstration assembly of orbital models. In the 21-day study, the experimental group assembled orbital models during scheduled laboratory time and the control group spent scheduled laboratory time being taught by teacher lecture-demonstration assembly of orbital models. Among data collected and analyzed by multivariate analysis were first semester chemistry achievement, attitudes toward chemistry, and preferences for different types of instruction. It was concluded that students who assembled three-dimensional orbital models achieved at a higher level on a test of three-dimensional crystal models than did students who were taught by teacher lecture-demonstration assembly of orbital models and that most students prefer a combination of teacher lecture-demonstration and student assembly of orbital models. (Author/CP)

ED 110 315 SE 017 282

Lejkowitz, Arnold Nathan

Dependence-Proneness as a Criterion for the Grouping of Students in the Chemistry Laboratory.

Pub Date 73

Note—287p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,088, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Attitudes, *Chemistry, Doctoral Theses, Educational Research, Instruction, Science Education, Secondary Education, *Secondary School Science

Identifiers—Regents Chemistry, Research Reports

The purpose of the study was to determine the relationship between a personality trait, dependence-proneness, and performance in the high school chemistry laboratory; to arrange laboratory groupings based on the pupil trait of dependence-proneness and to determine if these groupings affect laboratory performance; and to include and test other possible constructs of laboratory performance, among them facility—a measure of psychomotor skills, and Ninth-Year Algebra final examination grade—a measure of pupil mathematical aptitude. Subjects were 736 high school students enrolled in "Regents Chemistry," a comprehensive one-year course for pupils who wish to receive credit toward an academic diploma. The Edwards Personal Preference Schedule (EPPS) was administered to all subjects, and instructors rated pupils over a six-week period on a laboratory facility scale and a laboratory involvement scale. Dependence-proneness appeared significantly correlated with laboratory performance, but this performance was not affected by the type of group in which the pupil worked. (Author/CP)

ED 110 316 SE 017 288

Spoeri, William G., III

The Application of Certain Thematic Approaches to the Study of Introductory Physics.

Pub Date 73

Note—105p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-27,750, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Curriculum, Doctoral Theses, Higher Education, *Instruction, *Physics, Post Secondary Education, Science Education, Teaching Methods, *Thematic Approach, Undergraduate Study

Identifiers—Research Reports

This study applied thematic approaches to the study of introductory physics. Symmetry principles and conservation laws were chosen to serve as themes for the development of a unit on elementary particles used by students who were enrolled in a physics sequence for nonscience majors. The unit was independently evaluated by teachers of general education students, specialists in elementary particles, physicists who are involved in curricular design, and science educators. The results indicate that thematic approaches are appropriate for nonscience majors, and that symmetry principles and conservation laws are important themes. Also, most nonscience

majors enrolled in a physics course can deal successfully with conceptual development based on themes and thematic approaches. (Author/CP)

ED 110 317 SE 017 403

Linke, Russell Dean

The Effects of Certain Personal and Situational Variables on the Acquisition Sequence of Graphical Interpretation Skills. Vols. 1, 2, and 3.

Pub Date 73

Note—962p.; Ph.D. Dissertation, Monash University (Australia). Marginal legibility in appendices; best copy available

EDRS Price MF-\$1.71 HC-\$48.88 PLUS

POSTAGE

Descriptors—Doctoral Theses, Educational Research, Elementary School Mathematics, Elementary Secondary Education, *Graphs, *Interpretive Skills, *Learning Theories, *Mathematics Education, Secondary School Mathematics, Task Analysis

Identifiers—Gagne

This thesis investigated the effects of certain personal and situational variables on the acquisition sequence of graphical interpretational skills. A comprehensive learning hierarchy of basic graphical interpretational skills was prepared according to the method of task analysis proposed by Gagne, and was subjected to a series of empirical validation studies. These studies involved the preparation of a comprehensive instructional programme, with appropriate questions inserted after each interpretive skill; the same hierarchical network of graphical interpretation skills was substantiated in each of the validation studies. Subsequent studies with interstate and overseas students were used to test the possible effects of differences in curricular and cultural background, age and nominal academic level. Each of these studies produced similar validation results. The author concludes that the acquisition sequence of graphical interpretational skills may be largely independent of the specified personal and situational characteristics examined in this research. An extensive analysis was also made of possible subdivisional skills within each of the basic intellectual abilities. In addition, this analysis involved the development of a new statistical test for the difference between two dichotomous skills. (Author/MLH)

ED 110 318 SE 017 654

Penick, John E.

The Effects of Two Patterns of Teaching on Aspects of Verbal and Figural Creativity in Fifth Grade Science Students.

Pub Date 73

Note—120p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,525, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Behavior, *Creativity, Creativity Research, Doctoral Theses, Educational Research, *Elementary School Science, Grade 5, Instruction, Interaction Process Analysis, Science Education, Teacher Behavior

Identifiers—Research Reports, Torrance Tests of Creative Thinking

In this study, creative growth and student behavior under two measurably different sets of learning conditions were investigated. The learning conditions were defined as the physical facilities (classroom, seating arrangement, lighting, etc.), available science materials, and teacher behavior pattern (verbal and nonverbal). Fifth-grade science students were subjected to consistent physical facilities and available science materials, while teacher behavior was manipulated to form two distinct patterns. The teacher behavior patterns were conceptualized in terms of the amount of restriction placed on the activities of the science students and were defined by means of measurable categories of teacher behavior. In the nine-week treatment, the Torrance Tests of Creative Thinking were administered as pre- and posttests while daily observational data were collected using the SCAS Classroom Interaction Categories—Student Behaviors developed at the Florida State University (Matthews and Phillips, 1968). One-way analysis of variance of the student observational data revealed that the two classes did, on the average, behave differently, while analysis of

covariance indicated no significant difference in verbal creativity. The study also revealed significant differences in favor of the student-structured science class on the figural creativity tests. (Author/CP)

ED 110 319 SE 017 921
Environmental Terminology Index: Embedded Hierarchy. Volume 1. Preliminary Edition.
 Oak Ridge National Lab., Tenn.

Spons Agency—National Science Foundation, Washington, D.C.
 Report No.—ORNL-EIS-72-22(Vol.1)
 Pub Date Nov 72

Note—224p.
 Available from—National Technical Information Service, Springfield, Virginia 22151 (ORNL-EIS-72-22(Vol.1), PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS
 Descriptors—Biology, Earth Science, Ecology, *Environment, *Indexes (Locators), Indexing, Information Retrieval, *Permuted Indexes, Physical Sciences, Sciences, Technology, *Thesauri, *Vocabulary, World Problems

Identifiers—National Science Foundation, NSF
 This Environmental Terminology Index or Thesaurus was developed to help meet the urgent need for world-wide communication on practical as well as basic environmental problems. This working draft of the Index includes terms in the areas of physical sciences, technology, earth sciences, social sciences, biology, and ecology. This edition of the thesaurus incorporates changes suggested since the Stockholm Conference. Subject categories are being considered in some detail and will appear in later supplements. (BT)

ED 110 320 SE 017 922
Environmental Terminology Index (Permuted Index). Volume 2. Preliminary Edition.
 Oak Ridge National Lab., Tenn.

Spons Agency—National Science Foundation, Washington, D.C.
 Report No.—ORNL-EIS-72-22(Vol.2)
 Pub Date Nov 72

Note—127p.
 Available from—National Technical Information Service, Springfield, Virginia 22151 (ORNL-EIS-72-22(Vol.2), PC-\$3.00, MF-\$2.25)

Document Not Available from EDRS
 Descriptors—Biology, Earth Science, Ecology, *Environment, *Indexes (Locators), Indexing, Information Retrieval, *Permuted Indexes, Physical Sciences, Sciences, Technology, *Thesauri, *Vocabulary, World Problems

Identifiers—National Science Foundation, NSF
 This Environmental Terminology Index or Thesaurus was developed to help meet the urgent need for world-wide communication on practical as well as basic environmental problems. This working draft of the Index includes terms in the areas of physical sciences, social sciences, earth sciences, biology, and ecology. This edition of the thesaurus incorporates changes suggested since the Stockholm Conference. Subject categories are being considered in some detail and will appear in later supplements. (BT)

ED 110 321 SE 018 902
Torop, William
An Analysis of Individualized Learning System Chemistry.

Pub Date 17 Mar 75
 Note—30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE
 Descriptors—Autoinstructional Aids, *Chemistry, *College Science, *Computer Assisted Instruction, Educational Research, Higher Education, Individualized Instruction, *Instruction, Multimedia Instruction, Science Course Improvement Project, *Science Education

Identifiers—ILS Chem, Research Reports
 Individualized Learning System Chemistry (ILS Chem) is a multi-media approach to learning basic chemical principles and their application to man's daily existence in which the student proceeds at his own rate through a series of instructional loops. This is a computer-managed, competency-based instructional system in which the individual student is assigned learning experiences on the basis of his performance. This sequence of instructional loops, primary, remedial, and enrichment, may contain readings, audio or video tapes, field experiences, journal references, film or film loops, conferences, or computer-assisted instruction modules. The computer system also permits the random generation of comparable, criterion-referenced examinations and their scoring. The results of using this approach in Introductory Chemistry at West Chester State College during the past two years showed that the ILS Chemistry students consistently demonstrated a more favorable attitude toward both chemistry in general and their particular class than did the traditional chemistry students. There also exists evidence to suggest that ILS Chemistry students learned more chemistry than did their traditional counterparts in one evaluation and produced cognitive results at least as good as the traditional classroom in another evaluation. (Author)

ED 110 322 SE 018 973
Shanks, James L.
Cognitive Style as a Factor in the Science Achievement of Pre-Service Elementary Teachers.

Pub Date Mar 75
 Note—8p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975). Best copy available; contains broken type

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE
 Descriptors—Academic Achievement, Cognitive Measurement, Educational Research, *Elementary School Teachers, Higher Education, *Learning Processes, *Preservice Education, Science Education, *Scientific Concepts, *Teacher Education, Womens Studies

Identifiers—Research Reports
 This study attempted to determine if there was a stable and preferred mode of perceptual organization and conceptual classification of stimuli which influenced the ability of female pre-service elementary teachers to acquire the science concepts presented in a general elementary credential preparation course. It is an example of ex post facto research where a measure of the science concepts presented in the course provided the criterion test (dependent variable) for the study. Considering the strong dependency of achievement upon intelligence, a two-way analysis of variance was performed, utilizing data from the Henmon-Nelson Test of Mental Ability for the other factor. A modified (adult) version of the Sigel Cognitive Style Test (SCST) was given to all females in the sections taught over a period of two semesters. Significant SCST contrasts occurred only with the Achievement in Science factor. For high and low achievers of science concepts, the findings indicated that a person's cognitive style influences his intellectual ability to grasp and understand new meanings. In this context, cognitive style was translated as learning style. It was concluded that the study supported much of the research involving children. (Author/EB)

ED 110 323 SE 018 974
Koran, John J., Jr. And Others
The Effect of Mode of Instruction and Exposure Time to Examples on the Acquisition of a Biological Concept.

Pub Date Mar 75
 Note—18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS
 Descriptors—*Audiovisual Instruction, *Concept Formation, *Deductive Methods, Educational Research, *Inductive Methods, Instruction, Learning, Science Education, Secondary Education, *Secondary School Science

Identifiers—Research Reports
 The purpose of this study was to determine which mode of instruction (deductive or inductive) and which time of exposure produced greatest student acquisition of a classification concept. The population consisted of 385 high school students randomly assigned to classes at the beginning of the school year; subsequently, 21 classes were randomly assigned to one of the following conditions: inductive - 5 seconds; inductive - 8 seconds; inductive - 15 seconds; deductive - 5 seconds; deductive - 8 seconds; deductive - 15 seconds. A posttest only control group was used. Means and standard deviations for each treatment group were gathered. In addition, a 2 x 3 analysis of variance model was used comparing two treatment types (inductive-deductive) to three treatment times for each of twenty examples of monocoats (5 seconds, 8 seconds, 15 seconds). The results indicated that when the concept to be taught is a classification one, the deductive method is the best approach. The results also indicated that longer exposure to the examples produced better results. Finally, this study provides an example of an experimental methodology which can be used to explore inductive-deductive methods of instruction. (Author/BR)

ED 110 324 SE 018 996
Decker, Gloria H., Ed.
Conservation Directory, 1975.
 National Wildlife Federation, Washington, D. C.

Pub Date 75
 Note—220p.
 Available from—National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 (Item No. 79534 TC, \$2.50)

Document Not Available from EDRS
 Descriptors—Agencies, *Conservation Education, *Directories, *Environment, Environmental Education, *Guides, *Indexes (Locators), Natural Resources, Outdoor Education, Science Education, Wildlife Management

Identifiers—National Wildlife Federation
 This annual directory contains lists of organizations, agencies, and officials concerned with natural resource use and management. Five indexes are included in the first section of the directory: (1) U.S. Federal Departments, Agencies, and Offices; (2) International, National, Interstate Organizations, and Commissions; (3) State, Territorial Agencies, and Citizens' Groups; (4) Canadian Federal Government Agencies and National Citizens' Groups; and (5) Canadian Provincial Government Departments and Citizens' Groups. Following the indexes are 15 listings covering such areas as U.S. Congressional Committees, U.S. Independent Agencies, Colleges and Universities, Directories of Interest, and Audio-Visual Source Information. Where possible, administrators, departments, duties and functions, annual events, publications, addresses, and phone numbers are included with the listing. The directory concludes with a personal name index. (TK)

ED 110 325 SE 019 002
Bogart, Kenneth P. Vitale, Michael R.
The Calculus of Population.
 Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 74
 Note—193p.
 Available from—Project COMPUTe, Kiewit Computation Center, Dartmouth College, Hanover, NH 03755 (\$4.00, make check payable to: Dartmouth College - Project COMPUTe)

Document Not Available from EDRS
 Descriptors—*Biological Sciences, Calculus, *College Science, *Computer Assisted Instruction, Instructional Materials, Mathematics Education, *Population Education, *Population Growth, Science Education, Secondary School Science, Teaching Guides

The electronic computer has brought about a mathematical revolution in the second half of the twentieth century. Once forbidding calculations are now within the reach of the average student and techniques which before had only theoretical interest have been seen to have practical value too. This book combines some of the familiar results and applications of calculus with the new language of the computer. The student using this book will need a solid background in high school algebra, an understanding of what a function is and how to draw its graph, and a beginning knowledge of computer programming. The book is designed to be used in several ways: as a supplement for students who have completed a course in elementary functions, as an introduction to a calculus course, or as outside reading in

a liberal arts mathematics course. The four chapters use mathematics to describe and explain some observations about the growth of population. Each chapter is accompanied by a set of exercises which range from routine calculations to suggested projects. Exercises marked with an asterisk are more difficult. The computer programs included in the book are written in BASIC. (Author/TK)

ED 110 326 SE 019 031

Wright, Emmett L. Fowler, H. Seymour
The Effect of Intensive Instruction in Cue Attainment and Hypothesis Generation Upon Open Exploration Behavior of Low and High Ability Ninth Grade Students.

Pub Date Mar 75

Note—24p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS

Descriptors—Biology, Educational Research, Hypothesis Testing, Instruction, Instructional Improvement, Learning, Retention, Science Education, Secondary Education, Secondary School Science, Teaching Techniques

Identifiers—Research Reports

The purpose of this study was to explore the effects of intensive instruction (II) in either the observation of details (cue attainment - CA) or the production of tenable hypotheses (hypothesis generation - HG) about a science problem. Two questions were investigated: (1) Were there significant differences between students intensively instructed in either CA or HG and the control group? (2) Were there significant differences between students intensively instructed in CA and students intensively instructed in HG? From 120 randomly selected high and low ability ninth-grade biology students, 40 were assigned to each of three treatment groups. Immediately following II, students individually viewed in random order three other filmloops. Results indicated that II students in CA and HG performed significantly better on all the dependent variables when compared to the control group, except in the case of the quantity of CA where II CA observed a greater number of details. Finally, no significant differences were found between low-ability groups or between high-ability groups (for either aptitude) on each of the dependent variables. (Author/BR)

ED 110 327 80 SE 019 052

Kleinke, David J. Gardner, Eric F.
Syracuse Environmental Awareness Tests—Level III. Final Report on Construction and Norming. New York State Education Dept., Albany, Div. of General Education; Northeastern Environmental Education Development, Albany, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Aug 72

Note—36p.

EDRS - Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement, Adults, Attitude Tests, Conservation Education, Environment, Environmental Education, Evaluation, Natural Resources, Science Education, Secondary Education, Standardized Tests, Tests

This report concerns a test, the Syracuse Environmental Awareness Tests-Level III (SEAT-III), developed at Syracuse University and designed to measure knowledge of and concern for man's environment among high school students and adults. There are four forms of SEAT-III; forms A and B are intended to provide measures of knowledge about environmental problems and issues; forms C and D (the affective tests) were planned to assess attitudes toward environmental issues. This report is intended to serve two purposes. First, it contains information about the test's score distributions and reliability, as well as of the content and underlying rationale of the tests. Second, it is designed to serve as a final report on the construction of the test. Included in the report are: an introduction, the ini-

tial stages of development, the development of test norms, score distributions, item statistics, and test reliability. Tables and appendices are also included. (Author/TK)

ED 110 328 SE 019 150

Maxwell, Ann Alsbrook
An Exploratory Study of Secondary School Geometry Students: Problem Solving Related to Convergent-Divergent Productivity.

Pub Date 74

Note—133p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-3626, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Convergent Thinking, Divergent Thinking, Doctoral Theses, Geometry, Mathematics Education, Problem Solving, Research, Secondary Education, Secondary School Mathematics

Identifiers—Research Reports

This study was undertaken to explore the problem solving processes of secondary-school students. Geometry students were given an experimenter-constructed test of convergent and divergent thinking and classified as high on both, high convergent, high divergent, or low on both. Of these 105 students, 49 were selected for individual observation as they solved the IO Block Problem. The experimenter took notes as these students solved the problem, then asked them to write their own analyses of their solution methods, and later had them solve the problem again. From the data obtained, the experimenter observed that high divergent students made fewer generalizations, used trial and error more frequently, and spent more time on the second problem solving trial than low divergent students. For all groups trial and error was used more at the beginning than later in the problem-solving process. On the average girls used fewer generalizations, and more trial and error, and required more time than boys. This study supported several findings from previous studies. (Author/SD)

ED 110 329 SE 019 151

Tarzan, Abdulla
Elementary Mathematics Education: Developing a Competency-Based/Field-Centered Program.

Pub Date 74

Note—131p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-3923, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary School Teachers, Higher Education, Mathematics Education, Objectives, Performance Based Teacher Education, Program Development, Research, Teacher Education

Identifiers—Research Reports

The purpose of this project was the development of a competency-based, field-centered elementary mathematics education program. Major goals, objectives, and competencies were identified and validated. Six global goals related to elementary mathematics teaching were developed: (1) philosophy of learning and psychology of teaching, (2) preparation and techniques, (3) use of teaching aids and instructional materials, (4) problem solving techniques, (5) use of diagnostic assessment, and (6) teaching strategies. For each goal appropriate objectives and competencies were generated. Competencies of two types were identified: those to be demonstrated in instructional settings, and those to be demonstrated in operational settings. The process used in developing this program is documented in this thesis. (Author/SD)

ED 110 330 SE 019 152

Bell, Della Pearl Domonek
Some Characteristics of High- and Low-Achieving Seventh Grade Black Students in Mathematics.

Pub Date 74

Note—138p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-4325, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Achievement, Attitudes, Doctoral Theses, High Achievers, Low Achievers, Minority Group Children, Negro Students, Research, Secondary Education, Secondary School Mathematics

Identifiers—Research Reports

The purpose of this study was the determination of variables related to high and low mathematics achievement among black seventh-grade students. Six specific hypotheses were investigated. The research population consisted of 40 black students at two junior high schools; of these 20 were identified as high achievers and 20 as low achievers. Each participant was interviewed concerning his attitudes toward school, mathematics, and mathematics teachers, self-concept, aspirations, and parents' occupation. Data were also gathered using the Coopersmith Self-Esteem Inventory, the California Achievement Test (administered in sixth grade), and the California Test of Mental Maturity - level four. Data were submitted to analysis of variance and chi-square analyses. Results indicated that scores on the following variables significantly favored subjects classified as high achievers: total mathematics achievement, computation and problem solving, reading achievement, I.Q., socioeconomic status, mathematics self-concept (actual and ideal), and aspirations (educational and occupational). No differences between groups were found for the other variables investigated. The author concluded that high-achieving black students were similar in profile to other high achievers. (Author/SD)

ED 110 331 SE 019 153

Gilbert, Robert Kennedy
A Comparison of Three Instructional Approaches Using Manipulative Devices in Third Grade Mathematics.

Pub Date 74

Note—298p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-2099, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Activity Learning, Doctoral Theses, Elementary Education, Elementary School Mathematics, Instruction, Manipulative Materials, Research

Identifiers—Research Reports

This study investigated the relative effectiveness of three methods of using manipulative materials for instructing third-grade students on addition and subtraction of two-digit numbers. Subjects (N=124) were selected from a larger pool from two schools on the basis of scores on a prerequisite skills measure and the pretest. They were randomly assigned to one of three treatment groups: Demonstration (D), in which students observe and advise the teacher demonstrating use of the manipulative devices, Individual (I), in which each student works with his own set of materials, and Group (G), in which groups of four or five work together sharing the devices. During the treatments three devices were used: counting straws, counters with place value sheets, and abaci. Identical pretests and posttests were used. Data were submitted to a factorial analysis of variance (school x ability x treatment). Results indicated an interaction between school and treatment, with Treatment I being significantly more effective at one school than D or G; at the other school no differential treatment effects were found. Within ability levels no effect was discovered for treatments. (Author/SD)

ED 110 332 SE 019 154

Bruning, Wayne Allen
Visual Aptitude as it Relates to Student Achievement in Reading and Mathematics.

Pub Date 74

Note—92p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-2963, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Achievement, Aptitude, Doctoral Theses, Elementary Secondary Education, Mathematics Education, Reading Achievement, Research, Visual Literacy, Visual Measures

Identifiers—Research Reports, Visual Aptitude

This study explored the relationship between visual aptitude and achievement in mathematics and reading. Eleventh-grade students were given the Successive Perception I Test, a measure of visual aptitude, and two achievement measures, the Sequential Test of Educational Progress, and the California Achievement Test. Achievement test data were gathered for these same subjects when in grades four and seven. A correlational study of all eleventh-grade data was performed. Students were assigned to three groups on the basis of high, medium, or low visual aptitude, and for repeated measures analyses of covariance were performed to determine whether achievement gains were stable over the period from grade four to grade eleven. Results indicated a significant correlation between visual aptitude and achievement in reading and mathematics. Analyses of covariance showed no significant differences for the two periods, four through seven and seven through twelve. (Author/SD)

ED 110 333 SE 019 155

Kellerhouse, Kenneth Douglas, Jr.

The Effects of Two Variables on the Problem Solving Abilities of First Grade and Second Grade Children.

Pub Date 74

Note—85p.; Ed.D. Dissertation, Indiana University.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-5564, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Addition, Cognitive Development, Doctoral Theses, *Elementary School Mathematics, Mathematics Education, Primary Education, *Problem Solving, *Research, Verbal Communication, *Visual Aids

Identifiers—Research Reports

This study was designed to replicate and extend the work of Steffe on the effect of using different set names as variables in addition problem statements. The behavior of both first- and second-grade students was studied and the usefulness of visual aids in solving addition problems was also investigated. One-hundred twenty first- and second-grade students were selected from a school; a random half of these were assigned to the visual aids treatment while the remainder used no visual aids. Steffe's instrument, containing two item types, was used; items of one type used one set name (e.g., 5 cars + 2 cars = ? cars) while others used three set names (e.g., 4 cats + 2 goldfish = ? pets). Data on these story problems were submitted to analysis of variance; differences between means were subjected to t-tests. Results indicated that first-grade students had a difficult time solving addition story problems involving three set names. Second-grade students had more difficulty with problems involving three set names than one set name when visual aids were used, but not in the absence of these pictures. In general, second-grade students were more able than first-grade students to solve the problems. (Author/SD)

ED 110 334 SE 019 156

McMurray, Nancy Ellen

The Effects of Four Instructional Strategies on the Learning of a Geometric Concept by Elementary and Middle School EMR Students.

Pub Date 74

Note—105p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-28,816, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Concept Formation, Doctoral Theses, *Educable Mentally Handicapped, Elementary Education, *Elementary School Mathematics, *Geometric Concepts, *Instruction, Middle Schools, *Research

Identifiers—Research Reports

This study investigated the effect of various sequences of examples and non-examples in facilitating geometric concept learning among educable mentally retarded (EMR) elementary and middle school children. Four instructional sequences were compared: wide variety with paired examples and non-examples, wide variety with each instance presented singly, narrow variety paired, and narrow variety singly. Sixty-four EMR students were randomly assigned to

treatments which were individually administered using slides and tapes. Immediately after treatment, subjects were tested on concept acquisition using unfamiliar instances. A priori hypotheses were tested using Dunn's procedure. Results indicated that use of a wide variety of instances, whether presented singly or in pairs, was more effective than use of a narrow range. Presentation of instances in matched pairs led to fewer over-generalizations than single presentations. Implications for teachers and curriculum developers are discussed. (Author/SD)

ED 110 335 SE 019 157

Burney, Gilbert McCollum

The Construction and Validation of an Objective Formal Reasoning Instrument.

Pub Date 74

Note—138p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 75-5403, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Cognitive Development, Doctoral Theses, *Learning Theories, *Logical Thinking, *Mathematics Education, *Research, Secondary Education, Secondary School Mathematics, Test Construction, *Test Validity

Identifiers—*Piaget (Jean), Research Reports

The purpose of this study was the development and validation of a paper-and-pencil instrument to assess the formal stage of development as defined by Piaget. Initially, a 42-item test was constructed; item content included syllogisms, verbal analogies, combinatorial and probabilistic reasoning, and questions similar to Piagetian tasks. This instrument was administered to a group of 50 students in grades 9, 11, and 13, together with 5 individually administered Piagetian tasks. Bisection coefficients, based on performance on the 5 tasks, were used to estimate item validity. On the basis of these estimates, 24 items were selected for the final form which was administered to 78 students in the same grades, again with the 5 tasks. Bisection coefficients were computed to estimate internal consistency and item validity. Concurrent validity calculated by the Pearson r for the objective test with the tasks was .853. Reliability computer by Kuder-Richardson formula 20 was .825. The most valid items proved to be verbal analogies and certain items derived from Piagetian tasks. (Author/SD)

ED 110 336 SE 019 192

Report on the Status of Competency-Based Teacher Education Programs for Secondary School Science Teachers: 1973-1974.

Association for the Education of Teachers in Science.

Pub Date Mar 74

Note—50p.; marginal legibility throughout entire document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS

Descriptors—Educational Research, *Higher Education, *Performance Based Teacher Education, Preservice Education, *Science Education, *Science Teachers, Secondary Education, Surveys, *Teacher Education

Identifiers—Research Reports

The study reported was concerned with three major areas of interest. The first was the present status (1973) and projected efforts relative to State Certification Guidelines for Competency Based Teacher Education (CBTE) programs, with special concern in secondary school science teacher certification. The second area of interest related to the existing and projected CBTE programs. The third area involved study of competencies that specific individuals involved in teacher education were using in their programs. Information was obtained from State Department of Education Secondary School Science Supervisors. Surveys were sent to all 50 states and the District of Columbia. A total of 35 responses (69 percent) was received. Data are shown on an item-by-item basis. Data are identified as representing the AETS membership group, the AACTE group and combined figures. The report is divided into two sections - that pertaining to CBTE programs in general and that relating specifically to science education. (Author/EB)

ED 110 337 SE 019 201

Schwartz, A., Ed.

Approach to Physical Sciences, 1974.

New South Wales Univ., Kensington (Australia).

Report No.—N75-13584

Pub Date 74

Note—275p.; Presented at Summer School for Senior Science Teachers (13th, University of New South Wales, January 14-18, 1974)

Available from—National Technical Information Service, Springfield, Virginia 22151 (N75-13584, PC-\$8.50, MF-\$2.25)

Document Not Available from EDRS

Descriptors—*Chemistry, Educational Programs, Inservice Teacher Education, *Instruction, *Physical Sciences, Physics, *Science Education, Secondary Education, *Secondary School Science, Teacher Workshops

Identifiers—Australia

Methods of teaching physics and chemistry, which revolve around the inclusion of high school courses within the overall science curriculum and whose emphasis is on the latest developments in scientific research and technology, were the subject of the thirteenth annual Summer School for Senior Science Teachers. Paper themes are concerned with teaching approach and course content for the various physical and chemical sciences. (NTIS)

ED 110 338 SE 019 315

Modern Dilemmas - Science (World History Series).

Montgomery County Public Schools, Rockville, Md.

Pub Date 70

Note—44p.; Supplement to Bulletin 216

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS

Descriptors—History, *Instructional Materials, Interdisciplinary Approach, Science Education, *Science History, Secondary Education, Secondary School Science, *Social Studies, *Teaching Guides, *Units of Study (Subject Fields)

The publication, referred to as a unit on "Modern Dilemmas," was completed in 1969 and is part of a Modern World History pilot project integrating areas of art, literature, philosophy, and science into the social studies curriculum. The unit seeks to explore all of the facets of science as part of man's search for meaning, but because of time limitations, important scientific ideas in psychology, politics, sociology, or economics are not explicitly analyzed. The unit does seek to show where scientific principles are applicable to the social and behavioral sciences and, indeed, how scientific advances have caused social change. Each lesson is written in detail, exploring the various aspects of one major idea. A large number of films are suggested. The ideas offered include: (1) basic scientific principles, such as systems analysis and the meaning and implications of use of computers; (2) new scientific approaches to old problems, such as the role of science in alleviating poverty and overpopulation; (3) the positive implications of the computer revolution and the electronics revolution; and (4) the negative implications of modern science. Suggested activities, comments, and suggested readings are given to illuminate those characteristics of science which differentiate it from other disciplines. (Author/EB)

ED 110 339 SE 019 318

Jones, John

Quantitative Concepts, Vernacular, and Education

in Papua New Guinea. E.R.U. Report 12.

Papua and New Guinea Univ., Port Moresby.

Educational Research Unit.

Report No.—ERU-12

Pub Date Sep 74

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Educational Research, *Instruction, Instructional Design, *International Education, Language, Linguistics, *Mathematics Education, *Science Education, Scientific Concepts, Teaching Procedures

Identifiers—*Papua New Guinea

This report represents an attempt made by the field staff of a Summer Institute of Linguistics at the University of Papua New Guinea to improve

the existing educational programs, which, by and large, are centrally produced in an expatriate-dominated context, and administered country-wide. Based on the assumption that language and social structure are very similar, such a program could be feasible. However, in Papua New Guinea with its diversity of cultures, and each culture evolving its own language, and language the way in which reality is represented, this surely led to confusion and misunderstanding. The author sent to all field staff a specially-constructed questionnaire related to their understanding of math/science concepts and the degree of difficulty the staff encountered in expressing these concepts in their own vernacular. Using the resultant data, the author suggests possible approaches that could be used to deal with conceptual difficulties encountered by students. Teacher awareness, consideration of student involvement in activities and then attempting to derive a concept is a method proposed and schematically presented. (Author/EB)

ED 110 340 SE 019 319

Jones, Ann E. Jones, John
A Study of Overloading in University of Papua and New Guinea (UPNG). E.R.U. Report 14.
Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Report No.—ERU-14

Pub Date Oct 74

Notes—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Academic Achievement, *College Students, *Credits, Curriculum, Curriculum Planning, Educational Research, Grades (Scholastic), *Higher Education, International Education, *Prediction

Identifiers—Academic Load, *Papua New Guinea

This report, one of a series of reports from the University of Papua New Guinea, presents information gathered on full-time students from Papua New Guinea and other areas of the South Pacific and relates to one particular factor which contributes to student success and failure, that of overloading. The study reported is confined to the period since Semester 1, 1972, at the University. A normal student course load is considered to be 12 points. Anything over this constitutes an overload. A marginal difference does frequently occur so this study deals with overloads of 15 points and above. A brief description of the grading system is presented. Information on overloaded students, how they performed in the semester prior to that when they were carrying an overload, is presented in tabulated form with descriptive text for each data table. Achievement of students in terms of their mean performance before and during overloads is presented in tabulated and descriptive form. It was noted that there was very little incidence of failure among overloaded students. Plans for developing a flexible procedure for determining whether students be allowed to overload are encouraged. (Author/EB)

ED 110 341 SE 019 328

Keeves, John P. Read, Alison D.
Sex Differences in Preparing for Scientific Occupations.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Dec 74

Note—35p.; IEA Report 1974:6

Available from—Mr. M.J. Rosier, ACER, P.O. Box 210, Hawthorn 3122, Victoria, AUSTRALIA (\$0.50); Lawrence Verry, Inc., Mystic, Connecticut 96355

Document Not Available from EDRS

Descriptors—Feminism, Higher Education, *International Education, Manpower Utilization, *Mathematics Education, Science Careers, *Science Education, *Scientific Manpower, *Sex Discrimination

Identifiers—*Australia, Research Reports

Presented is evidence concerned with the disparities existing in Australia between sexes in level of participation in education, particularly with regard to the areas of mathematics and science. It is argued that performance at school in these subject areas determines in part the opportunities which are available to continue with education in preparation for entry into scientific occupations. Inequalities existing between the

sexes in involvement in mathematics and science education, therefore, restrict the entry by women into science-based occupations. The evidence presented in this paper is concerned first with sex differences in participation in education at school, at university, and at other tertiary institutions. Secondly, the types of schools in Australia are examined. Thirdly, evidence of sex differences in achievement and attitudes towards both subjects is presented. Finally, sex differences in attendance at tertiary institutions, courses studied, and engagement in science-based occupations are considered. Implications of the findings for educational practice in Australia are raised. (Author/EB)

ED 110 342 SE 019 343

Scandura, Joseph M. And Others
Diagnosis and Instruction of Higher Order Rules for Solving Geometry Construction Problems.

Pub Date Apr 75

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). Occasional marginal legibility; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Mathematics, Discovery Learning, *Generalization, Geometry, Higher Education, *Instruction, Learning Theories, *Mathematics Education, *Problem Solving, *Research

Identifiers—Geometric Constructions, Research Reports

This study is one of several conducted by the authors in their investigation of the use of "higher order rules" in the solution of problems. The focus of the current experiment was determination of the compatibility of identified rules with the knowledge of average teenagers, and of the extent to which instruction in higher order rules facilitate performance on geometric construction problems. Higher order rules were presented as flow charts defining four paths. Thirteen construction problems, each solvable by using these rules, were defined. Coincidentally, these problems involved 13 lower order rules. Thirty college students, enrolled in a geometry course, served as subjects. Two pretests, three posttests, and seven instructional sessions were used in a repeated measures design; the sequences in which higher order rules were studied defined the treatments. Overall, findings indicated that instruction on higher order rules was effective and was relatively efficient. Sequential effects were also discovered. (SD)

ED 110 343 SE 019 347

Workshop on Education and Training Needs for Philippine Environmental Programs (Manila, Philippines, May 27-31, 1974).

National Academy of Sciences, Washington, D.C. Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—PB-239-478

Pub Date May 74

Note—84p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-239-478, PC-\$4.75, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Decision Making, *Economic Development, Educational Programs, Environment, *Environmental Education, Natural Resources, *Planning, Problem Solving, *Training, *Workshops

Identifiers—Environmental Concerns, *Philippines

The workshop was designed to bring together Philippine and American scientists, engineers, educators, and administrators for collaborative identification of problems and issues relevant to environmental education and training needs, development of possible alternative solutions to the problems, and consideration of ways to strengthen the host country's capacity to plan and manage environmental education programs. (NTIS)

ED 110 344 SE 019 455

Dury, George H.
Perspectives on Geomorphic Processes. Resource Paper No. 3.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—56p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$1.50 ea. for 1-9 copies; \$1.35 ea. for 10-99 copies; \$1.20 ea. for 100 copies or more)

Document Not Available from EDRS

Descriptors—Climatic Factors, *College Science, Earth Science, Geography, *Geology, *Geophysics, Higher Education, *Instructional Materials, *Physical Geography, Science Education, Social Sciences

Intended as a supplement to undergraduate college geography courses, this resource paper describes the science of geomorphology, the study of landforms. The general aim of this paper is to review the developments which have made geomorphology what it is today, to indicate its present character and status, to demonstrate its increasingly close linkages with other types of study, and to suggest ways in which it is likely to develop further in the near future. This survey describes the various theories and concepts of geomorphology which have been prevalent in the twentieth century. Climatic factors are related to the distinctive arrays of geomorphological processes and resulting landforms. The continental drift hypothesis is discussed in relation to the process known as sea-floor spreading, the expansion of the ocean floors under the influence of convection currents in the earth's interior. Also described are the new developments in statistical geomorphology, which depend on probability analysis and produce probability models. The increased use of quantification, statistical analysis, and mathematization is seen as a promise to unify geomorphology with the rest of the natural and physical sciences. (Author/MLH)

ED 110 345 SE 019 456

Harmen, Jay R.

Tropospheric Waves, Jet Streams, and United States Weather Patterns. Resource Paper No. 11.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—37p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$1.50 ea. for 1-9 copies; \$1.35 ea. for 10-99 copies; \$1.20 ea. for 100 copies or more)

Document Not Available from EDRS

Descriptors—*Climatic Factors, College Science, Curriculum, Earth Science, *Geography, Higher Education, *Instructional Materials, *Meteorology, Physical Environment, *Physical Geography, Science Education, Social Sciences

Intended as a supplement to undergraduate college geography courses, this resource paper reviews the mechanism by which surface weather features are linked with the mid-atmospheric circulation within the westerly wind belt. Specifically, vertical atmospheric motions associated with certain aspects of the upper tropospheric flow, including jet streams, are discussed. Processes at this level are related to such surface weather features as cyclones, anticyclones, and air masses, and the way these are modified and steered across the country. The evolution of monthly flow patterns during the period October-December, 1951, are discussed. These three months are useful as a case study because of the close geographical agreement between middle level flow patterns and surface weather departures from normal over the United States; these three months are also noteworthy because of the record setting temperature and precipitation values recorded over wide areas. As an exposition of the relationship between mean tropospheric flow and surface weather patterns, this review describes many of the basic principles underlying extended period weather forecasting as well as the evolution of daily weather over the country as it undergoes monthly or seasonal changes. (Author/MLH)

ED 110 346 SE 019 457

Rayner, John N.

Conservation, Equilibrium, and Feedback Applied to Atmospheric and Fluvial Processes. Resource Paper No. 15.

Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—23p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$1.50 ea. for 1-9 copies; \$1.35 ea. for 10-99 copies; \$1.20 ea. for 100 copies or more)

Document Not Available from EDRS

Descriptors—*Climatic Factors, *College Science, Earth Science, Energy, Geography, Higher Education, *Instructional Materials, *Meteorology, *Physical Geography, Physics, Science Education, Social Sciences
Intended to supplement undergraduate college geography courses, this resource paper investigates several concepts which are prerequisite to the study of physical geography. The student is provided with a "systems" approach to physical geography, which combines the underlying principles of physics with the contextual application of these principles to the specific domain of physical geography. The particular framework introduced is based upon the idea that nature tends to remain in steady states through the action of internal regulation mechanisms known as feedback. The underlying physical principle is one of conservation: the conservation of mass, energy, and momentum. Examples are given to illustrate these conservation laws and how they ultimately account for the weather and erosion. The general circulation of the atmosphere is described and provided as an explanation for climatic conditions, such as precipitation and wind effects. Fluvial erosion is presented as another example of feedback operations, in which energy is traced from its source in the atmosphere through a number of steps to stream flow. (Author/MLH)

ED 110 347 SO 019 458
Williams, Aaron, Jr.

The Use of Radar Imagery in Climatological Research. Resource Paper No. 21.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—29p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$1.50 ea. for 1-9 copies; \$1.35 ea. for 10-99 copies; \$1.20 ea. for 100 copies or more)

Document Not Available from EDRS

Descriptors—*Climatic Factors, *College Science, Earth Science, Geography, Higher Education, *Instructional Materials, *Meteorology, Physical Environment, *Radar, Science Education

Intended to supplement undergraduate college geography courses, this resource paper investigates the need and use of radar in weather phenomena research. Radar can be used to study weather phenomena over a wide area, thus improving the results of statistical analyses previously limited by inadequate data. Radar techniques are also useful for probing small area weather phenomena, such as thunderstorms, which may occur between existing climatological stations. Most radar studies of a climatological nature have concerned the distribution of rain showers or the determination of rainfall amounts in inaccessible areas. Studies of this type are reviewed, as well as potential areas for further investigation. A case study is presented in which radar is used to examine the effect of air-mass convective rainfall on average maximum air temperature. This study shows how radar data may enhance the results of conventional statistical analyses of climatological variables. (Author/MLH)

ED 110 348 SO 019 460
Gibb, E. Glenadine

Moving to Metrics in Our Schools.

Pub Date Feb 75

Note—9p.; Paper presented at the Annual Convention of American Association of School Administrators (107th, Dallas, Texas, February 21-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Change, Elementary Secondary Education, Federal Legislation, *In-

service Education, Instructional Materials, *Mathematics Education, *Measurement, *Metric System, Parent Education, Teacher Education

This speech, addressed to school administrators, outlines the reasons for implementing instruction in the metric system and offers advice on several aspects of this implementation. The author observes that although the primary responsibility for teaching metric measurement will fall on the mathematics teacher, other teachers (e.g., science, vocational education) will need to use the metric system in their classes, and, therefore, recommends in-service programs for all teachers. These programs should aim at development of the ability to use measuring instruments and to estimate quantities in metric terms, rather than at conversion of units. Parent education nights are also advocated. A list of basic equipment needed for metric instruction and another of journals and other resources concerned with the metric system are provided. (SD)

SO

ED 110 349 95 SO 008 203

Cummings, William K.

Homogeneity of Individual Value Orientations: A Macro-Social Investigation.

Chicago Univ., Ill. Dept. of Sociology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Affective Tests, Attitude Tests, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, Cultural Interrelationships, National Norms, Norm Referenced Tests, Political Attitudes, *Social Attitudes, Social Differences, Social Science Research, Social Values, Sociocultural Patterns, Sociology, Surveys, *Values, Youth

The relative homogeneity of individual value orientations in 11 contemporary nations is the subject of this paper. In macro-sociological discussions, particularly of the polity, there are frequent assertions about the relative homogeneity of a people and of their culture, but these assertions are rarely specified or derived from quantitative empirical investigations. A review of the literature on cultural homogeneity and individual value orientations indicates that there have been major obstacles to computing societal scores of the relative degree of homogeneity in individual value orientations. A new approach is proposed which avoids the obstacles encountered in previous efforts by assuming that attitudes are a reflection of values and, thus, inferring the heterogeneity of value orientations through a study of diversity in attitudes. Scores are computed for 11 nations and several propositions are considered in an effort to account for these national scores. In addition, suggestions are made for the application of this new approach to other levels of analysis. (Author/ND)

ED 110 350 SO 008 218

Gillespie, Judith A. Patrick, John J.

Comparing Political Experiences.

American Political Science Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—111p.

Available from—American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—American Government (Course), Civics, Course Objectives, *Curriculum Development, *Educational Alternatives, Educational Innovation, *Field Experience Programs, Grade 12, Performance Based Education, *Political Science, Program Descriptions, Secondary Education, *Social Studies, Teaching Techniques

Identifiers—High School Political Science Curriculum Project

This monograph is intended to inform curriculum writers, evaluators, and consultants about the

High School Political Science Curriculum Project's first year of work. The main purpose of the project is to develop, test, and disseminate a two-semester program entitled "Comparing Political Experiences." The program, designed to serve as an alternative approach to existing twelfth-grade courses in government, provides students with concrete experience in political participation. Contents include discussions of the following: (1) the purpose, underlying assumptions and instructional objectives of the program; (2) the specific content of the Comparing Political Experiences curricula; (3) the Competency-Based Instruction method used in the course; and (4) the curriculum development process. A bibliography is also included. (Author/RM)

ED 110 351 SO 008 259

Cullen, Francis T. Tinto, Vincent

A Mertonian Analysis of School Deviance.

Pub Date 75

Note—35p.; Paper presented at the Annual Meeting for the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Conformity, Educational Research, Educational Sociology, Innovation, Secondary Education, Social Behavior, *Socially Deviant Behavior, Social Science Research, *Socioeconomic Influences, Socioeconomic Status, Sociology, *Student Alienation, *Student Behavior, Student Motivation

Identifiers—Merton (Robert K)

The way that factors in the social environment regulate both the rates and differential modes of deviance among various groups within the school is examined. Using Mertonian analysis, three premises are central to the study including: (1) pressures to deviate occur when people are deprived of access to legitimate means to attain a desired goal; (2) differential rates of deviance among groups are a function of the distribution of these pressures; and (3) four different deviations to the pressures are possible including conformity, innovation, ritualism, retreatism, and rebellion. Applying Merton's model to school behavior, analysis reveals that restriction of opportunity to achieve academic success is a major source of school deviance. These pressures to deviate are strongest among minority racial groups with lower socioeconomic status. Response adaptations to this pressure are also patterned according to status. White, upper class students respond to the pressure with innovation, while lower socioeconomic status minority students respond with retreatism and rebellion. (Author/DE)

ED 110 352 SO 008 329

Angus, David L.

The Legitimation Function of Educational Ideas.

Pub Date 75

Note—17p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Objectives, Educational Philosophy, Educational Principles, Educational Responsibility, *Educational Sociology, *Educational Theories, Elementary Secondary Education, Foundations of Education, Fundamental Concepts, *Institutional Role, Institutions, Organizational Theories, *School Community Relationship, *Socialization

Identifiers—*School Legitimation

Legitimation is suggested as a major function of schools in modern society and as a means of better understanding of the role that schooling plays in the development of society. The concept of "legitimation," as formulated by Peter Berger and Thomas Luckman is applied to analyze several historical and contemporary educational ideas which are utilized as legitimations of social conditions. Discussion is presented on the different levels of pre-theoretical and theoretical propositions. Two considerations are 1) that ideas about schools and schooling legitimate some aspects of the institutional order, and 2) that the institutionalization of education as schools and school systems legitimates from the point of view of the general public. For both the focus must ultimately be on ideas at the level of everyday or common sense knowledge because it is the general public for whom institutional arrange-

ments and practices must be legitimated. Two supporting examples illustrate a) the role of educational ideas in legitimating gradations in status and income as an aspect of social order, and b) a way in which schools are legitimated in the eyes of the general public. A need for more extensive inquiry into legitimation is suggested. (Author/ND)

ED 110 353 SO 008 337

Reports: Programme Commissions, Administrative Commission, Legal Committee. Records of the General Conference (17th, Paris, 17 October to 21 November 1972), Volume 2. United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.

Pub Date 74

Note—205p.

Available from—UNIPUB, P.O. Box 433, New York, New York 10016 (\$8.60)

Document Not Available from EDRS

Descriptors—Comparative Education, *Conference Reports, *Educational Development, *Educational Planning, *International Programs, Laws, Program Administration, *Program Descriptions

Identifiers—UNESCO

The reports of the Programme Commissions, the Administrative Commission, and Legal Committee are presented as the records of the 17th session of the General Conference of UNESCO in 1972. Part 1 contains Programme Commissions reports on education; natural sciences and their application to development; social sciences, humanities, and culture; communication; and general programme matters. A report of the Joint Meetings of Commission 5 and of the Administrative Commission comprise Part 2. The Administrative Commission report is broken into five parts on voting rights, constitutional and legal questions, draft program and budget for 1973-1974, and publications policies. The Legal Committee report consists of the drafts of amendments to the constitution and to rules of procedures. (Author/KSM)

ED 110 354 SO 008 349

Lerning, James S.

An Exploratory Inquiry into the Multi-Factor Theory of Moral Behavior Applied to Values Education.

Pub Date 75

Note—22p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D. C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Correlation, *Educational Research, *Moral Development, Moral Values, *Multiple Regression Analysis, *Predictor Variables, Research, Research Methodology, Statistical Analysis, *Values

Reported research uses stepwise multiple regression analyses to generate regression equations for 60 school age subjects with choice of right action and stage of moral reasoning on moral dilemmas as the dependent variables. Age, IQ, socioeconomic status, awareness of consequences, empathy, and mean moral maturity scores were used as predictor variables. The purpose of the research was to find which, if any, of the independent variables identified are statistically significant predictors of stage of moral reasoning and choice of right action, and what portion of the variance in the dependent variables is explained by the successive contribution of the independent variable. Stage of moral reasoning was assessed on four separate clusters of moral dilemmas using an interview schedule, tape recording, and scoring of transcript according to procedures developed by Kohlberg. Choice of right action was determined by asking the subjects the right thing to do in each moral dilemma. Results showed that, although the amounts of variance explained were small, age and empathy were the primary predictors for stage of moral reasoning and biographic variables were the primary predictor variables for choice on moral dilemmas. Implications of the findings for further research and curriculum are discussed. Tables and references are included. (KSM)

ED 110 355 SO 008 370

Education on the Move: Extracts from Background Papers Prepared for the Report of the International Commission on the Develop-

ment of Education. Companion Volume to "Learning to Be."

Ontario Inst. for Studies in Education, Toronto.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—307p.; For related document, see ED 070 736

Available from—UNIPUB, P.O. Box 433, New York, New York 10016 (\$12.50, 20% discount for 5 copies or more)

Document Not Available from EDRS

Descriptors—Comparative Education, Continuous Learning, *Educational Change, *Educational Development, Educational Innovation, *Educational Problems, *Educational Strategies, *Educational Trends, Futures (of Society), Learning, Literature Reviews, Social Change, World Problems

A selection of extracts of studies compiled to document the UNESCO report, "Learning to Be," illustrates different aspects of the problems of education throughout the world. The studies for the report are intended to assist governments in formulating national strategies for educational development. They are written by people well known in their own fields and representing different parts of the world and different political and cultural viewpoints. The 106 extracts are grouped under the headings of Part 1: Putting Education to the Test, and Part 2: The Time of Innovation. Part 1 is subdivided into eight topics, including the changing world, education and the development of societies, relations between education and the economy, crises and debates, the complete man, lifelong education, the learning society, and international cooperation. Part 2 contains extracts on the topics of the necessity of innovation, strategy approaches, indicative reforms, the future of the teaching profession, the importance of preschool education, adult education, and the contribution of modern technology. Appended are a list of the documents prepared for the report and a list of the authors, with biographical notes. (KSM)

ED 110 356 SO 008 377

Lynn, Laurence E., Jr., Ed.

HEW Mega-Proposal. Policy Analysis, Vol. 1, No. 2.

Pub Date 75

Note—450p.

Available from—Policy Analysis, University of California Press, Berkeley, California 94720 (\$3.25 single copy, \$12.00 yearly subscription)

Journal Cit—Policy Analysis; v1 n2 Spr 1975

Document Not Available from EDRS

Descriptors—Federal Aid, *Federal Government, Federal Programs, *Governmental Structure, Health Insurance, *Institutional Administration, Institutional Research, Manpower Development, Objectives, Policy Formation, *Public Policy, *Welfare Agencies

Identifiers—Department of Health Education and Welfare, *Mega Proposal

A special issue of "Policy Analysis" on the HEW Mega-Proposal contains papers on restructuring all programs and policies of the U.S. Department of Health, Education, and Welfare. Comments by Elliot Richardson about the origin and need for the Mega-Proposal preface an introduction by Laurence Lynn and John Seidl of the story of the Mega-Proposal in relation to policy analysis at HEW. A list of Mega-Proposal participants is followed by the main body of the papers which are concerned with comprehensive HEW simplification and reform. This section contains an overview; three papers on assistance of families and individuals; one each on the topics of maximum liability health insurance, student assistance, and income and employment policy; one paper on assistance to states and localities; three papers on capacity building; and one paper on other HEW activities including planning, advocacy, data systems, and regulations. Frank Levy concludes the volume with some observations as a participant in the HEW Mega-Proposal process. (KSM)

ED 110 357 SO 008 379

The Teaching of Economics in Schools. Report of a Joint Committee of the Royal Economic Society, the Association of University Teachers of Economics, and the Economics Association.

Association of Univ. Teachers of Economics, London (England); Economics Association, London (England); Royal Economic Society, Cambridge (England).

Pub Date 73

Note—33p.

Available from—Macmillan (London). Little Essex Street, London NC2R 3LF, England (\$1.16)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—College Instruction, Comparative Education, *Curriculum Development, *Curriculum Evaluation, *Economic Education, Economic Factors, *Economics, Educational Development, Educational Objectives, Secondary Education, Teaching Methods, Teaching Techniques, Testing

Identifiers—Great Britain

In this document the teaching of economics in British schools is investigated by the Royal Economic Society in Collaboration with the Association of University Teachers of Economics and the Economics Association in Great Britain. The following five major questions are considered in this review of the teaching of economics at the university and secondary level: 1) what branches of economics and of associated disciplines should be taught in schools and examined by Examining Boards; 2) what is the desirable division between the economics that should be taught in schools and that taught in universities; 3) what are the desirable forms and tests of qualifications for admission to university courses in economics; 4) in what ways can the teaching of economics in schools be improved; and 5) in what ways can examinations in economics at school level best test the competence of candidates? A general review of economics education and the answers to the five questions are provided in the document. Major goals for teaching British economics and suggested teaching strategies are discussed. (Author/JR)

ED 110 358 SO 008 382

Sharp, Ann. And Others

A Study of the Effectiveness of the Booklet Entitled "Family Tours of Michiana."

Pub Date Nov 74

Note—145p.; Some pages of the appendixes may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Community Resources, *Cultural Awareness, *Cultural Education, Cultural Environment, Cultural Opportunities, Educational Research, Information Sources, *Information Utilization, Local History, State Surveys, *Use Studies

Identifiers—Indiana, Michigan

This study assesses the effectiveness of a book which designates places of interest in Michigan and Indiana. Developed by students at the University of Indiana, the book increases the local cultural awareness of both adults and children in the two state area. A questionnaire was sent to 336 families to determine the number of families who had used the booklet as a guide for family tours, the number of sites they visited, and an evaluation of each one. The results indicate that the majority of respondents who had received the book used it as a source of information. Length of residence in the area has a positive influence on the number of sites visited. In general the book is a valuable tool to introduce places of interest to those who had previously been unaware of them. Included in the appendix are the questionnaire, summary of comments, percentage tables, letters of respondents, and a copy of the "Family Tours of Michiana" booklet. (Author/DE)

ED 110 359 SO 008 383

Ferge, Zsuzsa

Some Problems of the School-System and the School Reforms.

Pub Date 74

Note—22p.; Introductory paper for Round Table 10, Functions of the School System, World Congress of Sociology (8th, Toronto, 1974); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Comparative Education, *Educational Change, Educational Development, Educational History, *Educational Problems, *Educational Sociology, Higher Education, School Attitudes, School Role, *School Systems, Social Factors, Sociology

In discussing the school system and school reforms, the author examines in detail some well

known dilemmas of the present-day school system — those connected with egalitarian ideology and selective outcome, with mass education and inherent social inequalities — with the striving for more general education, and with the needs of the labor market. The author speaks mainly of highly industrialized European and North-American countries, excluding the Third World and socialist countries. For social and historical reasons, school and educational reforms are less successful than expected. School reform projects must take into account some of the more or less neglected factors. First, a thorough preliminary analysis of future reform projects must be undertaken to determine how realistic they are. Second, it is necessary to think about unwanted, indirect social effects of any reform. Third, a better knowledge about the interconnections between school and social structure is needed. On the whole, it is important to know not only the aims, but also what is possible to accomplish in any given situation, and what the tools are that would lead to the direction sought. (Author/JR)

ED 110 360 SO 008 421

Shea, Brent Mack
High Schools and the Social Relations of Production.

Pub Date 1 May 75

Note—27p.; Paper presented at the New England Educational Research Association (Provincetown, Massachusetts, May 1, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Economic Factors, Educational Change, Educational Equality, Educational Research, Employment, Flexible Progression, *High Schools, Productivity, Secondary Education, *Socialization, *Social Relations, *Social Structure, Work Experience

Educational research has supported the thesis that educational reforms fail to achieve equality because of similarity of structure between the places of work and schooling. Analysis of the fact that schools replicate the structure of social relations of production presents several problems, including a challenging consumption interpretation, the uncertainty of impact of schooling on non-cognitive student attributes, the maladaptive role of schooling in relation to the needs of production, and the absence of an adequate data base. The occurrence of an alienating hidden curriculum, which reproduces the social relations of production through emphasis on conformity, external rewards, and various noncognitive behaviors, has been supported by Ivan Illich but refuted by Herbert Gintis on the basis of historical, economic, and educational research. Current worker dissatisfaction is not easy to explain if it is true that classroom socialization anticipates the social relations of the work place. There is not enough current evidence to say that the structure of social relations in high school is different for students in academic tracks than it is for those in nonacademic tracks. Proposed research with track assignments as the independent variable and classroom socialization as the dependent variable hypothesizes that differences in emphasis or nonemphasis on classroom socialization behaviors will be greater between tracks than within them. Footnotes and references are included. (KSM)

ED 110 361 95 SO 008 437

Greer-Wooten, Bryn And Others
A Bibliography of Statistical Applications in Geography, Technical Paper No. 9.

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Bibliographies, College Instruction, *Educational Research, Educational Resources, Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Instructional Materials, *Statistical Studies, Statistics
Included in this bibliography are resource materials available to both college instructors and students on statistical applications in geographic research. Two stages of statistical development are treated in the bibliography. They are 1) descriptive statistics, in which the sample is the focus of interest, and 2) analytical statistics, in

which the population is the primary interest. For each of the sections, a short introductory statement is made concerning the general nature of problems investigated using that technique, where applicable. The bibliography treats 34 categories of geographic statistical concepts, such as measurement, set theory, geographic data, geography matrix, computer applications, sample designs and methods, descriptive statistics, index construction, analysis of variance, geostatistics, point pattern analysis, among others. Not included in the bibliography are references to sample space, expected values, random variables, population and sampling distributions. Entries are listed alphabetically by author, and include the title, source, number of pages, date, and place of publication. (Author/JR)

ED 110 362 95 SO 008 438

Golledge, R. G. Rushon, Gerard

Multidimensional Scaling: Review and Geographical Applications, Technical Paper No. 10.

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TP-10

Pub Date 72

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Algorithms, College Instruction, Evaluation Methods, Geographic Distribution, Geographic Location, *Geography, Higher Education, Illustrations, Literature Reviews, *Maps, Mathematical Applications, Mathematical Concepts, *Methods, *Multidimensional Scaling, Social Sciences

The purpose of this monograph is to show that sufficient achievements in scaling applications have been made to justify serious study of scaling methodologies, particularly multidimensional scaling (MDS) as a tool for geographers. To be useful research, it was felt that the common methodological and technical problems that specialized researchers share with other scholars should be indicated by review of the applications, and that an adequate statement on the mathematics and heuristics of scaling algorithms is necessary. As a review of applications, subroutines in scaling programs are "dissected" in order to understand how certain critical parameters are defined and used. This research work is presented in three parts relating to 1) basic fundamentals of scaling, data requirements; 2) two step-by-step examples of the non-metric section of a multidimensional scaling algorithm; and 3) a review of geographical applications of the approach in a variety of problem areas. The position of this paper is that MDS provides a useful and constructive methodology for examining the problems of preference and choice for researchers in geography. In conclusion, some problems of using MDS are mentioned and its potential uses in geography given. (Author/ND)

ED 110 363 SO 008 443

Dynneson, Thomas L. Bastien, Joseph

An Ethnographic Model for Researching the Public Schools.

Pub Date May 75

Note—32p.; Paper presented at the Western Social Science Association Meeting (Denver, Colorado, May, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Anthropology, Educational Anthropology, Educational Problems, *Educational Research, Elementary Secondary Education, *Ethnology, Intergroup Relations, Models, Public Schools, *Public School Systems, *Research Design, Research Methodology, School Policy, Social Factors

Identifiers—*Ethnography
An attempt is made, in this paper, to develop a model that would apply ethnographic research techniques to public school research and systems. The model presented consists of three developmental phases. In the first phase two basic approaches to field design, either of which can be used are described: the emergent categories approach, in which the anthropologist is interested in the operation of the school; and the behavior of students, teachers, and staff, or the pre-determined categories approach, in which the anthropologist has identified an issue or a

problem for study prior to the initial stages of field research. Phase two of the model consists of a description of the problems of selecting a school for research, as well as the techniques for gaining entry permission in order to carry out ethnographic research and the processes that affect working relations with public school authorities and personnel. In phase three, anthropological issues and methods are presented, especially participation-observation techniques. In the final section of the paper, a list of possible subjects and topics of interest to anthropologists for research purposes is presented. (Author/JR)

ED 110 364 SO 008 461

Social Studies, K-12. Program of Studies.

Fairfax County Schools, Va.

Pub Date 3 Sep 74

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Concept Teaching, *Course Objectives, Decision Making Skills, *Elective Subjects, Elementary Secondary Education, Group Dynamics, Individualized Instruction, Kindergarten, Open Education, Questioning Techniques, Skill Development, *Social Sciences, *Social Studies, *Teaching Techniques, Values

This curriculum guide describes the course objectives and teaching techniques of the Fairfax County public schools' social studies program for grades K-12. The program is intended to help students (1) develop a knowledge base for understanding the ever-changing relationship between human beings and their environment; (2) develop skills necessary to process information, to communicate, and to work with others; (3) develop an understanding and appreciation of beliefs, values, and behavior patterns; and (4) apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society. In Sections A and B the guide describes the overall program and lists in detail specific course objectives for each grade level. Section C discusses and provides examples of the program strategies. These include concept teaching, values and moral reasoning, skill diagnosis and development, decision making, group dynamics, open teaching, individualized instruction, and questioning techniques. Parts II and III of Section C, Learning Activities and Model Units for Program Objectives K-12, are yet to be completed. (Author/RM)

ED 110 365 SO 008 470

Grisham, Arthur F. Ellsworth, Jill H.

Educational Theory Goes to Court: Freedom of Speech and Fitness to Teach.

Pub Date [75]

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Court Litigation, Courts, Curriculum Development, Discipline Policy, Educational Theories, Elementary Secondary Education, *Freedom of Speech, Laws, *Legal Problems, Moral Values, Preservice Education, *Student Rights, Student School Relationship, *Teacher Dismissal

Two areas of law are examined in this paper: student free speech and immorality as the basis of teacher dismissal. These areas are discussed to exemplify an increasing impact of judicial decisions on school practices, and to support the argument that schools of education need to engage in teaching and research about law as it relates to education, including school policies and practices. The first of the two doctrines considered, the Tinker standard of "material and substantial interference with the requirements of appropriate school discipline," leads to suggestions of how a decision might be reached that would affect the school's curriculum if educational theory and research were properly applied to legal theories. The second doctrine, the Morrison "fitness to teach" test, is used to point out the need for certain evidence before just and consistent results can be reached. Discussion of both doctrines suggests ways of increasing the potential for pluralism in curriculum and staffing patterns. (Author/KSM)

ED 110 366 SO 008 471

Demeter, John Marion, Kevin

Peace Studies Courses.

Canadian Peace Research Inst., Oakville (Ontario).

Pub Date Sep 74

Note—96p.

Available from—Canadian Peace Research Institute, 25 Dundas Avenue, Dundas, Ontario L9H 4E5, Canada (\$1.50, \$2.00 with invoice)
Journal Cit—Peace Research Reviews: v6 n1 Sep 1974

Document Not Available from EDRS

Descriptors—Comparative Education, *Conflict Resolution, Directories, Elementary Secondary Education, Global Approach, Higher Education, Information Sources, *Instructional Programs, International Education, *International Organizations, International Programs, *Peace, *Program Descriptions, Resource Centers

This publication provides a descriptive list of university peace studies programs and organizations that maintain resources in peace education. After a brief introduction in Chapter 1, Chapter 2 describes 34 undergraduate peace studies programs in universities in Canada, Sweden, United Kingdom, and the United States. Chapter 3 describes six graduate programs in peace studies at various seminaries and universities in Canada, United Kingdom, and the United States. Chapter 4 lists colleges and universities in the United States at which peace studies courses are being established or are being already taught but for which no information was available. Chapter 5 lists 33 peace research institutes that do some teaching in Belgium, Canada, Finland, France, Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom, and the United States. Chapter 6 describes summer school programs in Belgium, Canada, Denmark, and Norway. Chapter 7 lists nine centers which have materials which would be useful to teachers of peace studies at the college, high school, and elementary levels. (Author/DE)

ED 110 367 88 SO 008 477
The World Is Your Museum. Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation; Service Corp. of America, Baltimore, Md.
Pub Date 27 Feb 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Art Activities, Art Appreciation, Art Expression, Community Resources, Educational Programs, Elementary Education, Evaluation Criteria, Evaluation Methods, Fine Arts, Humanities, *Museums, Pilot Projects, *Program Coordination, *Program Effectiveness, *Program Evaluation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report describes and evaluates The World Is Your Museum Program — its objectives and information from an Interim Evaluation Report — and provides other evaluative information from teachers, students, and the project director. The program involved 300 students from eight public and two non-public elementary (K-5) art classes in Washington, D.C. The classes participated in a series of 15 interrelated community resource visits with museums and used audiovisual materials. An overview describes program activities in which emphasis was on expanding student perception and establishing cognitive and visual relationships between encountered concepts and objects. The major focus of the evaluation is twofold: (1) Process Evaluation and (2) Product Evaluation. The Process evaluation examines program implementation and operation according to plans, while the product evaluation investigates the effect of the project on children, teachers, and parents, with special emphasis on attitudinal gains. Evaluation statistics of implementation, operation, and attitudinal outcomes are included in this report. The data show that the program was well administered, teachers were successful in getting students involved in the program, and most students became more independent in their artistic expression. (ND)

ED 110 368 SO 008 480

Aloy, Noela And Others

A Hawaiian Program Guide and Teacher Orientation.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 11 Dec 73

Note—248p.; A Masters Project presented to the Graduate School, University of Hawaii in partial fulfillment of the requirements for the degree Masters of Education

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Concept Formation, *Concept Teaching, Cross Cultural Studies, *Cultural Awareness, Cultural Education, Cultural Factors, *Culture, *Curriculum Guides, Elementary Education, Grade 4, Inquiry Training, Learning Activities, Resource Guides, Resource Materials, Social Environment, *Social Studies Identifiers—*Hawaii

Two sections comprising this guide — a program or curriculum guide and a teacher orientation or teacher's resource — are designed to be used together for teaching about Hawaii in the fourth grade. Activities in the curriculum guide are based upon an inquiry-conceptual approach and focus on the formation of concepts and generalizations which help students develop an understanding of culture. Organizationally, the curriculum guide is divided according to concepts and their accompanying activities, with specific objectives listed for each activity. Concepts included are migration, environmental adaptation, social organization and control, roles and rules, interdependence, socialization, social values and behavior, political organization and change. The teacher's resource presents aspects of ancient Hawaiian life. It contains student and teacher annotated bibliographies and resource places. Topics covered in the teacher's resource are migration and origin, geography and geology, shelter, food, clothing, occupations, religion, government and society, games and sports, and music. This guide is meant to be used flexibly — teachers should adapt and modify it appropriately for their students. (Author/ND)

ED 110 369 SO 008 481
The Problem of Citizenship Training in the Age of Aquarius.

Vermont State Dept. of Education, Montpelier.
Pub Date 73

Note—15p.; Pages 15 through 28 and 31 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Behavior Change, Citizen Participation, *Citizen Role, *Citizenship Responsibility, Civics, Curriculum Development, Democracy, *Democratic Values, Elementary Secondary Education, Political Science, *Social Studies, Values Identifiers—Vermont

This paper attempts to aid Vermont educators in re-examining traditional education practices designed to foster responsible citizenship behavior patterns in youth, and establishes basic directions for new programs and procedures. The paper outlines behavioral objectives and goals of a new citizenship program in Vermont. It is the position of this paper that responsible behavior must be considered within the context of democracy, defined both as a basis of government and as a way of conducting human relationships. Because the educational system has not responded swiftly enough to the need for preparation of responsible citizens, it is the role of the schools to improve their performance in the following three areas: equip students with the kind of skills and knowledge necessary to operate within the system; provide the decision-making experiences necessary for the development of mature behavior patterns; and instill the attitudes of responsibility and restraint which undergird democratic citizenship. The second area of improvement is in the methods of teaching democracy. Basic differences between the old and new way lie in the recognition that democracy is a process, not just a body of knowledge, that it draws heavily upon all disciplines, and that the values that guide behavior in responsible ways are better based on a personal discovery of the validity of substantive values. (Author/JR)

ED 110 370 95 SO 008 482

Condon, E. C. And Others

Selected Bibliography on Culture and Cultural Materials, Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context.

Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center; Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—73p.

Available from—IRES Institute, 10 Seminary Place, Graduate School of Education, Rutgers University, New Brunswick, New Jersey 08903 (\$3.75, 10% discount for orders over 20)

Document Not Available from EDRS

Descriptors—Adult Education, American Culture, *Bibliographies, Bilingual Education, Cross Cultural Studies, *Cultural Awareness, *Cultural Education, Cultural Pluralism, Culture, *Ethnic Groups, Ethnic Studies, Foreign Culture, Higher Education, *Human Relations, Resource Materials, Subculture, Teaching Techniques

Included in this bibliography are references to resources and materials available to the teacher and educator on human relations and cultural education. The bibliography is divided into three sections on culture, specific culture, and adult bilingual-bicultural education. The section on culture presents background information on the relation of language to communication, culture, and society and materials on teaching culture and cross-cultural testing. The second section includes materials that relate directly to specific cultures, including American culture and subcultures, Asian, Germanic, Romance (French, Hispanic, and Italian), Slavic, and Greek and Roman language cultures. The last section of the bibliography is a compendium of background and reference materials in adult bilingual education, including teaching methods and teacher training and curricula and programs available. Within each major section the resources are further categorized by articles, books, references, and ERIC documents. Author entries are alphabetical under each publication type. Bibliographic information is provided on the publisher, city, and date. (JR)

ED 110 371 SO 008 485

Strumpel, Burkhard, Ed.

Subjective Elements of Well-Being: The OECD Social Indicator Development Programme. Papers Presented at a Seminar of the Organisation for Economic Co-operation and Development (Paris, May 15-17, 1972).

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—201p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20086 (\$6.50)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Comparative Analysis, Conference Reports, Economic Factors, Humanization, *Human Living, Measurement Techniques, *Psychological Needs, Research Methodology, *Research Problems, *Social Change, Social Factors, *Values, Welfare Identifiers—*Social Indicators

This volume resulted from an attempt to compile comprehensive and accurate data about the popular reaction to social change for a seminar attended by European and American social scientists. The volume contains eight papers which reflect the three objectives of the seminar: (1) a review of psychological indicators of social change; (2) an exploration of new areas of survey measurement of psychological phenomena; and (3) a mapping of research priorities. The first paper contrasts social indicators of the subjective type with the customary hard statistics and identifies areas for the development of indicators. The next paper stresses that quality implies value judgement and that experience is anchored in individual notions of adequacy. The relationship between subjective and objective indicators is the topic of the next paper, which points to the role of the social environment as a source of subjective welfare. Various measurement and methodological questions are dealt with, in particular the issues of scale development and causal modeling of satisfaction structures. A report on the substantive research in the area of economic welfare is followed by a caution against a straightforward interpretation of satisfaction measures as indicators of well-being. Finally, two papers deal with the interaction between the individual and society from two different perspectives. The volume concludes with a summary of the seminar proceedings. (Author/KSM)

ED 110 372 SO 008 488
Recurrent Education in Yugoslavia. Recurrent Education: Policy and Development in OECD Countries.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI-RE-72.05

Pub Date 24 Nov 72

Note—60p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20086 (Free)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Education, Adult Vocational Education, *Comparative Education, *Continuous Learning, *Continuous Progress Plan, Developing Nations, Economic Development, *Educational Development, Educational Policy, Educational Programs, Political Socialization, *Professional Continuing Education, Social Development, Technical Education

Identifiers—Recurrent Education, *Yugoslavia

One of a series on the state of recurrent education in OECD member countries, this report focusing on Yugoslavia concludes the first stage of a research and experimentation project that Yugoslav authorities have begun. The basic characteristic of recurrent education, a post elementary system of education, is alternation of education and activity throughout an individual's entire lifetime. Recurrent education is a fundamental principle of Yugoslavia's educational policy to enable regularly employed people to acquire higher levels of education and skills from mutually invested funds. It has a sociopolitical context because recurrent education is conceived as one of the principle instruments for achieving a socialist society. The introduction to the report presents this background, with notes on Yugoslavia's general socioeconomic and educational situation and philosophy. Part one attempts to define the essence of recurrent education and its objectives, part two discusses implications of recurrent education, and part three lists questions and problems concerning the subject-content of the research project. A glossary of terms concludes the report. (ND)

ED 110 373 SO 008 490

Almgren, Eva Gustafsson, Eva

World Citizen Responsibility: Assessment Techniques, Developmental Studies, Material Construction, and Experimental Teaching.

Pub Date Apr 74

Note—37p.

Journal Cit—Educational and Psychological Interactions; n48 Apr 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age Differences, *Changing Attitudes, *Cultural Images, Educational Research, Elementary Secondary Education, *Global Approach, Instructional Design, International Education, *Measurement Techniques, School Role, *Social Development, Stereotypes, Student Attitudes, Teaching Techniques, Test Construction

The subproject on world citizen responsibility, part of a larger project on social development and training, is summarized. Major objectives of the subproject are the following: (1) to construct, adapt, and test measuring methods to map the social development of student ideas and attitudes to foreign peoples and international relations; (2) to map features of age development; and (3) to explore possibilities for applying educational influence to promote understanding in the world community. Results from the extensive test batteries constructed show that older students have a greater general readiness to make social contacts but have more negative ideas and stereotypes towards minority groups and immigrants. The project compiled an inventory of existing materials for teaching world citizen responsibility, partly by developing and testing new teaching packages. Results of the program tests show that a carefully defined educational influence through such teaching packages can achieve positive effects. (Author/KSM)

ED 110 374 SO 008 497

Murphy, E. Jefferson Stein, Harry

Teaching Africa Today: A Handbook for Teachers and Curriculum Planners.

African-American Inst., New York, N.Y.

Pub Date 73

Note—285p.

Available from—Order Processing, Citation Press, 30 West 44th Street, New York, New York 10036 (\$3.85)

Document Not Available from EDRS

Descriptors—*African Culture, *African History, Cross Cultural Studies, *Curriculum Development, Curriculum Guides, *Developing Nations, Elementary Secondary Education, Foreign Relations, Geography, Interdisciplinary Approach, Political Science, Relevance (Education), Resource Materials, Social Sciences, Social Studies, Thematic Approach

Identifiers—*Africa

This handbook defines major themes in African studies, suggests a variety of ways in which these themes can be viewed, and provides guidance to and evaluations of available print and audiovisual resources. The book is intended to assist educators with preparation of curriculum for grades K-12. An introduction explains use of the handbook; strategies, objectives, and approaches; problems in planning a course; suggestions from Africans; and planning an African course. Each chapter is a summary and commentary on a topic, emphasizing and describing appropriate materials. Chapter titles are: (1) African Geography: Man and Land; (2) African History I: From Human Origins to the Period of European Influence; (3) African History II: Developments during the Contact with Europe; (4) Nation Building in Africa I: National, Political, and Economic Development; (5) Nation Building in Africa II: National, Social, and Cultural Development; (6) Africa and the World; (7) Africa and the United States; and (8) The Dilemma of Southern Africa. Chapter 9 contains guidelines for selecting curriculum materials. The handbook concludes with an appendix listing visual/media resources. (ND)

ED 110 375 SO 008 498

Gunn, Angus M.

Topic Today, Report for 1974/75.

Pub Date May 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Awareness, Cultural Pluralism, *Current Events, *Curriculum Development, Educational Innovation, Elementary Secondary Education, Learning Activities, *Newspapers, *Social Studies, *Teaching Techniques, World Affairs, World Problems

Identifiers—Canada

Presented in this document is a report of an innovative approach to social studies through the use of newspapers in the classrooms in Canada. Topic Today is a one-page newspaper of current affairs geared to grades 6 through 8, but applicable to secondary grades, developed to make available resources of current affairs found in regular newspapers and magazines. The development of this resource is based on the premise that textbooks are outdated, news magazines are unpredictable, and regular newspaper coverage is rarely concentrated enough to be of real benefit for a single course. Topic Today brings together on a single page pictures, maps, statistical data, references to Canada, and descriptions that focus on a single current issue and place, with reference to specific classroom courses. The questionnaire that was sent to 300 participants to evaluate and aid in the future issues of the paper is also contained in the document. An extract of a research study of the newspaper is included which shows the results of student knowledge and attitudes of cultural differences after using Topic Today. (Author/JR)

ED 110 376 SO 008 499

Rehberg, Richard A. Rosenthal, Evelyn

Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft.

Pub Date 75

Note—19p.; A paper presented for the annual meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Ability, *Academic Achievement, *Educational Discrimination, Educational Research, Educational Sociology, Equal Education, Failure Factors, Secondary Education, *Social Class, Social Differences, *Social Discrimination, *Socioeconomic Influences, Student Characteristics, Student School Relationship

The effect of social class on progress of the individual student through school is examined in this research report. Based upon data from a

range of studies, this investigation assesses the magnitude of the effects of class origins, scholastic ability, and a select number of other variables on (1) curriculum location, (2) participation in extracurricular activities, (3) level of student educational expectation, (4) level of educational encouragement accorded the student by counselors and teachers, and (5) teacher grades or academic performance. The results indicate that contrary to current revisionist thought there is little evidence to support a contention that social class has a strong effect on the progress of the individual high school student. Social class was not the source of largest effect on any of the five criterion measures. Other variables, including scholastic ability, interpersonal influence from parents and peers, and the personal educational objective of the student himself, had a larger influence upon school progress. (Author/DE)

ED 110 377 SO 008 501

Banks, James A.

Ethnic Studies as a Process of Curriculum Reform.

Spons Agency—National Academy of Education, Stanford, Calif.

Pub Date Apr 75

Note—38p.; Paper presented at the Anti-Defamation League of B'nai B'rith Conference on Cultural Pluralism (Tarrytown, New York, April 4-6, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Conceptual Schemes, *Cultural Pluralism, *Curriculum Development, *Curriculum Problems, Decision Making, Educational Development, Elementary Secondary Education, *Ethnic Studies, Minority Groups, Relevance (Education), *Social Studies, Teaching Techniques

There are several widespread assumptions about ethnic studies which have adversely affected the development of ethnic studies programs in the schools. Five of these assumptions are that ethnic studies are (1) the study of ethnic minority groups, (2) designed for ethnic minorities, (3) supplementary to the curriculum, (4) the study of strange customs, and (5) the celebration of ethnic holidays. Instead, ethnic studies should be conceptualized as a process of curriculum reform that will result in the formulation of a new curriculum with novel assumptions, goals, and means. Three major interdependent goals for curriculum reform and ethnic studies include helping individuals to clarify their ethnic identities and function effectively within their own ethnic communities, to develop a sensitivity to and understanding of other ethnic cultures and to function effectively within them, and to develop the ability to make reflective decisions on social issues and to take effective actions to resolve social problems. With these goals in mind, ethnic studies should become a study of historical and contemporary social events from a multiethnic perspective rather than from an Anglo-American perspective. Specific steps and teaching strategies which social studies teachers can take to implement a multiethnic social studies curriculum are outlined. (Author/JR)

ED 110 378 SO 008 502

Stoddard, Robert H.

Planning College Geography Facilities: Guidelines for Space and Equipment.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—55p.

Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—College Instruction, *Educational Facilities, *Facility Planning, *Geography, *Geography Instruction, Guidelines, Higher Education, Laboratory Equipment, Space, *Space Utilization

This publication is written as a guide for evaluating and planning the space and equipment available for geographic education in an undergraduate college. The forces of educational change in both the expansion of knowledge and the utilization and creation of tools exert tremendous pressure on the physical facilities of a col-

lege campus. Proper planning of space utilization is essential if the physical facilities are to maximize their support of the educational program. The first chapter deals with the special space and equipment needed for geographic education and the assessment of these needs as they apply to individual situations. The second chapter summarizes planning procedures and provides guidelines for estimating the total space needs for geography facilities. The third chapter concerns general decisions about space and equipment and the following chapter deals with specific recommendations for geography. Recommendations are made, not as ideal situations but, rather, as possibilities and alternatives to serve as guidelines for planning space utilization. Sources of information and a bibliography conclude the document. (Author/JR)

ED 110 379 SO 008 505

Wolpert, Julian. And Others

Metropolitan Neighborhoods: Participation and Conflict over Change. Resource Paper No. 16. Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—51p.

Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—Case Studies, *Community Change, *Community Involvement, Higher Education, *Human Geography, Inner City, Land Use, *Metropolitan Areas, Models, *Neighborhood Improvement, Resource Materials, Supplementary Reading Materials, Urban Renewal

Metropolitan land use change, with a specific focus on the processes of participation and conflict over neighborhood development, is discussed. The resource paper is part of a series designed to supplement existing texts and to fill a gap between research and accessible materials in geography. Part I deals very generally with the implications of community participation and presents several mini-case studies to illustrate empirical problems involved. Analysis to identify neighborhood attributes and roles follows. In part II, two modeling approaches are employed to illustrate the impact of facility siting on surrounding neighborhoods. Part III presents a number of case histories to illustrate participation in conflict over siting of public as well as private facilities. There is a brief description of facility preferences, suburban strategies, and a number of alternative programs implemented by inner-city communities. Conclusions and recommendations are followed by an appended questionnaire and a bibliography. (Author/KSM)

ED 110 380 SO 008 506

Peucker, Thomas K.

Computer Cartography. Resource Paper No. 17. Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—75p.

Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—*Computers, *Geography, Higher Education, *Information Processing, *Maps, *Physical Geography, Resource Materials, Supplementary Reading Materials, Systems Analysis

Identifiers—*Cartography

The theory of computer cartography is emphasized in an attempt to bring some related ideas together within a single framework. The paper is part of a series designed to fill the gap between significant research in geography and accessible materials. Part I introduces information theory and cartography, the features of numeric cartography and their structures, points, lines, and surfaces and hardware, and one mapping system. Next, some theory of the surface is presented concerning the information content of a surface-point, surface behavior, and surface features and information hierarchies. Prediction, spectral analysis, and picture processing are

discussed in relation to surface processing. The representation of surfaces, lines, and points are discussed in terms of three-dimensional information elements, the picture plane, visibility, block diagrams, planimetrically correct surface representations, isarithms, data grids and functions, and points and lines. Part VI on data structures deals with coding, line-storage and data-organization. Finally, high-accuracy systems and small interactive systems and their applications are examined. Further reading, a glossary, and a list of major programs used for the production of the figures in the paper are included. (Author/KSM)

ED 110 381 SO 008 510

Resolutions of the Standing Conference, 1959-1973. Standing Conference of European Ministers of Education, Ninth Session.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Chief Administrators, *Conference Reports, Cooperative Education, *Cooperative Planning, Educational Development, Educational Policy, *Educational Problems, Educational Strategies, *Interinstitutional Cooperation, International Organizations, International Programs

Identifiers—Europe, *Ministers of Education

Resolutions of the Standing Conferences of the European Ministers of Education for the years 1959 through 1973 are presented. Each of the eight conferences passed between two and eight resolutions. Among the topics of the resolutions passed at the conferences were the following: primary, secondary, and technical education; educational problems requiring intergovernmental cooperation; continued general education and the use of television; equivalence of degrees; expansion of modern language teaching; educational problems of common concern to European countries; educational documentation; educational activities of international organizations; investment in education; educational research; problems of student admission to universities; school building; and the mobility of students and teachers in higher education and of research workers. Each resolution is approximately two typewritten pages long and is stated in the terms of a formal conference report. (KSM)

ED 110 382 SO 008 511

Roberts, Thomas B., Ed.

Four Psychologies Applied to Education: Freudian, Behavioral, Humanistic, Transpersonal.

Pub Date 75

Note—588p.

Available from—Halsted Press, A Division of John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$19.50)

Document Not Available from EDRS

Descriptors—Behavior, Behavioral Sciences, Behavior Development, *Behavior Theories, Creativity, Educational Development, Educational Innovation, *Educational Psychology, Educational Theories, Elementary Secondary Education, *Humanistic Education, *Learning Theories, Psychology, Values

Identifiers—Freudian Theory, Meditation, Parapsychology

This document presents 62 selected articles of psychology and education which demonstrate how educational theory and practice have changed and broadened to meet the need for new modes of teaching and learning. The writings, which show how psychologies can be complementary ways of understanding human behavior, are accompanied by both theoretical introductions and specific case studies. The book is divided into four major sections. In the first section, the writings illuminate the values and limitations of a Freudian approach to learning. The emergence of behavioral psychology as the dominant influence on modern education is explained in the second section. The third section explores humanistic psychology as a variation on behaviorism. The final section explores transpersonal psychology, and discusses the power and educational uses of ESP, imagination, meditation, and other current developments. (Author/JR)

ED 110 383

SO 008 512

Simon, Lawrence Howard

A Means of Clarifying Terminology in Social Studies Curriculum.

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date 1 Nov 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Concept Formation, *Curriculum Development, Evaluation, Higher Education, Inquiry Training, *Models, Questioning Techniques, Social Sciences, *Social Studies, Student Centered Curriculum, *Vocabulary, Vocabulary Development

A resolution to the problem of confusion over the usage of terminology in the field of social studies curriculum is proposed. Facets of the problem of confusion are that (1) some terms represent such broad and imprecise concepts, and have little commonly accepted meaning; (2) a given term might have a limited number of meanings which accord with generally accepted predefinitional usage; and (3) a cluster of different terms may be used more or less synonymously to convey the same fundamental meaning. The author introduces a conceptual framework for social studies curriculum and presents definitions for two commonly used terms in the field of social studies curriculum: citizenship and inquiry. Each definition is intended to be philosophically and pedagogically consistent with the identified premises of its particular social studies tradition or focal point. The model isolates five focal points of factual subject matter, the child, reflective inquiry process, structure of the social science disciplines, and sociopolitical involvement. The model is a beginning toward development of a programmatic language for the field of social studies curriculum, and is easily applicable to other social science disciplines. (Author/JR)

ED 110 384

SO 008 513

Johnston, Denis F.

The Future of Work and Leisure.

Pub Date Jun 75

Note—15p.; Paper presented at the General Assembly of the World Future Society (2nd, Washington, D.C., June 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Economic Climate, *Futures (of Society), *Labor Market, *Leisure Time, *Life Style, Population Trends, *Prediction, Social Change, Sociocultural Patterns, Values, Work Attitudes, Working Women

Earlier projections of labor supply and speculations about the impact on values and lifestyles on work, leisure, and work-leisure relationships are reassessed in light of current events. Previous projections were the basis for three alternative scenarios of possible work-leisure relationships. The first examined some of the implications of arguments developed by Charles Reich in "The Greening of America." The second was developed as an antithesis to the first and traced the implications of a renewed commitment to full employment and the preservation of the traditional meaning of work. The third depicted a blending of the values and life styles of the first two. Upon examination after four years time, the elements which induced a preference for the third alternative require modification based on the increasing economic activities of women, the aging of the baby-boom, and the potential resource scarcities and recession. The emerging trends appear to suggest a shift from the third scenario to the second. Projections over the next quarter century and their implications are discussed. Footnotes and tables are included. (Author/KSM)

ED 110 385

95

SO 008 515

Azzouz, Azzedine. And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 2, 1973.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—47p.; For a related document see SO 008 467; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Developing Nations, *Dropout Problems, Educational Development, Educational Philosophy, *Educational Problems, *Educational Research, Educational Theories, Higher Education, International Education, Vocational Education

Identifiers—*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to 1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and 2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Within the major categories are subtopics including educational organization, vocational education, teaching aids, religious education, Arabization and bilingualism, and a special section on school failure and dropouts. A list of sources and authors concludes the bibliography. (JR)

ED 110 386 SO 008 528
Giffillan, David P.

Ethnocentrism, Education, and Anthropology: A Preliminary Report. Working Paper No. 127-72.

Northwestern Univ., Evanston, Ill. Graduate School of Management.

Pub Date 72

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Anthropology, Changing Attitudes, *Cultural Context, Discriminatory Attitudes (Social), *Educational Research, *Ethnocentrism, *Ethnology, High School Curriculum, Measurement Instruments, Measurement Techniques, Research Methodology, Secondary Education, Social Studies, Social Values, Sociocultural Patterns, Student Attitudes

A large-scale study of the relationship between ethnocentrism and cultural relativism was made to evaluate the effects of an anthropology curriculum on students' levels of ethnocentrism. Its hypothesis is that ethnocentrism is modified by studying anthropology and, to a lesser extent, other social sciences. The design, execution, and analysis of the study of ethnocentrism in high school students from a Chicago suburb are described as modified by the school's environment. Pre- and posttests were administered to 352 male and female subjects in the 10th, 11th, and 12th grades during the 1969-70 school year. The study has both theoretical and applied characteristics, which are derived from its goals—course evaluation, measurement scale methodological innovation, measurement instrument development, and substantive clarification—and it has both virtues and faults from using naturally occurring groups to obtain a "normal" sample. Two new measures of ethnocentrism were developed; therefore, an investigation of the intercorrelation of these measures, three accepted measures, and related concepts is proposed. Questionnaires used in this study are included in appendices. (Author/ND)

ED 110 387 SO 008 529

The Anisa Model: A Comprehensive Plan for Educational Renewal. [And] A Summary Statement of the Anisa Model.

Massachusetts Univ., Amherst. School of Education.

Pub Date Nov 74

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Early Childhood Education, Educational Change, *Educational Development, Educational Objectives, *Educational Philosophy, Elementary Education, Equal Education, *Individualized Instruction, *Interdisciplinary Approach, Models, Moral Development, Program Development, Sciences, *Student Development, Teacher Education, Values Identifiers—*Anisa Model

The Anisa Model is presented as a way to educational reform and development. It is a scientific

ally based educational system that fosters a child's natural love of learning and helps him to become a confident and productive human being. Providing a comprehensive and interdisciplinary educational experience that will enable a child to develop to his fullest potential, the Model emphasizes moral development, the arts, the sciences, equal educational opportunity, evaluation, and individualized instruction. The Model identifies five basic categories of learning. The part of the curriculum that deals with the development of learning competence is organized around these five categories of learning how to (1) move and gain maximum control over the voluntary muscles; (2) perceive through the five senses; (3) think clearly, especially through problem solving; (4) exercise the will, producing self-discipline and the ability to develop concentration; and (5) feel and respond emotionally to any situation appropriately. Suggestions on how the Model can aid teachers, parents, and community are included. A brief history is given on how the Anisa Model developed. The document concludes with a summary statement on the Model. (Author/JR)

ED 110 388 SO 008 530

Björstedt, Åke

Social Development and Training in School: Glimpses from Two Research Projects. Studia Psychologica et Paedagogica Series Altera, No. 24.

Spons Agency—National Swedish Board of Education, Stockholm; Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Comparative Education, Decision Making, *Democratic Values, *Educational Research, Elementary Secondary Education, Higher Education, Racial Attitudes, *Social Attitudes, *Social Development, Socialization, *Student Attitudes, Teacher Influence

This report describes two research projects which were designed to evaluate social training in Swedish schools. Major goals of the first project were to construct and use measuring methods to determine social development of students at the elementary and junior high school levels. Major goals of the second project were to study the characteristic patterns of student democratic cooperation, the relation between student interaction attitudes and background variables, and to investigate student reaction to innovation at the elementary, secondary, and post-secondary levels. Results of the social development project showed marked stereotypes in sex-role perception and negative ideas about certain minority groups and immigrants. However, systematic school influence on social development is starting to break down these attitudes. Results of the student democratic cooperation project showed a lack of student interest in working in cooperation groups because of limited individual influence in decision making. Also included are abstracts and annotations of 80 reports and publications analyzing the two research projects. (Author/DE)

ED 110 389 SO 008 532

Social Science Research on Population and Development.

Ford Foundation, New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; International Development Research Centre, Ottawa (Ontario); Rockefeller Foundation, New York, N.Y.; World Bank, Washington, D.C.

Pub Date May 75

Note—333p.; Papers presented at a conference at the Ford Foundation (New York, New York, October 29-30, 1974)

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Conference Reports, *Demography, Developing Nations, Economic Development, *Educational Research, Higher Education, International Programs, *Population Education, Population Trends, *Research Needs, *Social Science Research, Social Sciences

The papers in this volume are selected from the material prepared for a conference held on social science research on population and development. The general purpose of the meeting is to improve common understanding of the state

of social science research on development problems and to identify new opportunities for international agencies to contribute more effectively to such research. The first set of papers is a series of essays, not previously published, on topics of direct relevance to the subjects discussed at the conference and the second set is a series of informal memoranda by participants in the meetings. The papers include Population-Related Choices and Development Strategy; Social Research and Program for Reducing Birth Rates; Population and Development: An Agenda for Policy-Oriented Research; Economic Research Priorities for Population Policy; The Present and Prospective State of Policy Approaches to Fertility; Some Thoughts on Organizational Models for Population Policy Research; Strategy for International Agencies; Population, Social Change, and Development; Interrelation of Population Policy and Aspects of Development; Social Science Research Needed for Population Policy; Interrelationship of Population Policy and Aspects of Development; and Social Research Needed. (Author/JR)

ED 110 390 SO 008 533

Gordon, T. J.

Can Science and Technology Help Solve World Problems?

Pub Date 2 Jun 75

Note—10p.; Paper presented at the General Assembly of the World Future Society (2nd, Washington, D.C., June 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Futures (of Society), Global Approach, International Organizations, *International Programs, Organizational Development, Problem Solving, Scientific Concepts, *Scientific Enterprise, Scientific Research, *Technological Advancement, Technology, *World Problems

The problems and prospects of using science and technology to help solve world problems are briefly reviewed in this paper. Public attitudes toward these two areas have currently been changing due to recent scientific and technological developments that have been threatening or have had obvious deleterious consequences. Despite these criticisms, the need for innovative contributions from the basic and applied sciences and the physical and social technologies has never been greater. Institutional difficulties which inhibit these contributions are enormous but need to be overcome if science and technology are to make more important contributions to the solution of world problems and to improvements in the state of man. Possible institutional arrangements include the development of global models to which analysts in countries throughout the world contribute, a new United Nations organization which would conduct system studies and publish lists of urgently needed science and technology, the establishment of internationally linked science policies, a supranational team of experts, and an international monitoring system to forecast impending world crises. (Author/DE)

ED 110 391 SO 008 534

Clark, Todd And Others

Fair Trial v. Free Press. A Resource Manual for

Teachers and Students.

Institute for Political/Legal Education, Pitman,

N.J.

Pub Date Mar 75

Note—66p.; Related documents are SO 008 535, 536, and 537

Available from—Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 (\$2.75)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Case Studies, Civil Liberties, *Civil Rights, Community Cooperation, Due Process, *Freedom of Speech, Law Enforcement, *Law Instruction, Laws, Learning Activities, Manuals, *News Media, *Political Science, Resource Materials, Role Playing, Secondary Education, Simulation, Social Sciences

This material is produced to provide a program to instruct secondary level students in the political, governmental, and legal processes and to encourage active student participation in these processes. A unique feature of the program is the role of the community as a base for practical learning. Part of a year-long curriculum program, this unit examines civil rights in relation to fair

trail and free press. The unit examines the court system, criminal procedures, and the basic foundations of law. Students examine case studies and analyze the decision rendered. Students are expected to formulate their own law, evaluate its precision, jurisdiction, limits of enforcement, and possible alternatives. Learning activities include mock trials, simulation, role playing, field study, problem solving, issue analysis, and research. Chapter one presents the teaching strategies for law-focused education. Chapter two provides several noteworthy opinions designed to stimulate students to weigh the pros and cons of the issue of fair trial v. free press. The third chapter includes three actual murder cases which received some of the most intense publicity in the twentieth century. The fourth chapter provides extensive field study and active student participation relevant to court decisions. A legal glossary and bibliography conclude the document. (Author/JR)

ED 110 392 SO 008 535

Lefkowitz, Barry E. Maniglia, Ronald J.
Individual Rights. A Resource Manual for Teachers and Students.

Institute for Political/Legal Education, Pitman, N.J.

Pub Date Mar 75

Note—133p.; Related documents are SO 008 534, 536, and 537

Available from—Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 (\$3.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Case Studies, Civil Liberties, *Civil Rights, Community Cooperation, *Due Process, *Freedom of Speech, Law Enforcement, *Law Instruction, Laws, Learning Activities, Manuals, *Political Science, Resource Materials, Role Playing, Secondary Education, Simulation, Social Sciences

This material provides a program to instruct secondary-level students in the political, governmental, and legal process and to encourage active student participation in these processes. The materials draw heavily upon community cooperation as a base for practical learning. Part of a year-long curriculum program, this unit examines individual rights and civil liberties. The unit concentrates on freedom of speech and expression as intricate parts of the study of the court system, criminal procedures, and the basic foundation of law. Case studies are presented whereby students analyze each decision rendered. Learning activities include mock trials, simulation, role playing, field study, problem solving, issue analysis, and research. Chapters one through four, respectively, (1) introduce students to the foundation of law through a series of classroom activities designed to stimulate individual assessment of both values and concept of the need for laws, plus a basic understanding of the criminal procedures; (2) provide an introduction to due process and judicial review through the use of historical case studies; (3) examine historical aspects of expression, seditious speech, public and private forums, and symbolic speech; and (4) present resource material available on legal education, including selected sections of the Constitution, diagrams, additional teaching strategies, legal glossary, and how to find legal cases. A bibliography concludes the document. (Author/JR)

ED 110 393 SO 008 536

Donovan, Dorothy J.
Voter Education. A Resource Manual for Teachers and Students.

Institute for Political/Legal Education, Pitman, N.J.

Pub Date Mar 75

Note—120p.; Related documents are SO 008 534, 535, and 537

Available from—Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 (\$7.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—American Government (Course), Case Studies, Civil Liberties, Community Cooperation, *Elections, *Law Instruction, Learning Activities, Manuals, News Media, *Political Science, Politics, Resource Materials, Role Playing, Secondary Education, Simulation, Voter Registration, *Voting, *Voting Rights

This material is produced to provide a program to instruct secondary level students in the political, governmental, and legal processes and to encourage active student participation in these processes. The materials draw heavily upon community cooperation as a base for practical learning. Part of a year-long curriculum, this unit focusing on voter education examines the process of issue analysis, canvassing, and registration with insights into media publicity and propaganda techniques, and election strategies. Voting reform, rights and procedures, party structure, and the electoral college are intensively examined. Chapter one introduces the permanent voter education organization which, when fully implemented, functions as part of the course dealing with elections and campaigning. The second chapter contains a variety of curriculum activities to fully incorporate the goals and objectives of the unit. Activities include a mock election, coffee parties, and receptions, among others. The voter education retrieval system is explored in chapter three, which examines the various methods to increase voter registration and turnout. Several appendices and a bibliography conclude the document. (Author/JR)

ED 110 394 SO 008 537

Khanlian, John F. Wallin, Katherine L.
State Government: The Decision-making Process. A Resource Manual for Teachers and Students.

Institute for Political/Legal Education, Pitman, N.J.

Pub Date Apr 75

Note—287p.; Related documents are SO 008 534, 535, and 536

Available from—Institute for Political and Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071 (\$10.00)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*American Government (Course), *Community Cooperation, Curriculum Guides, Decision Making, Governmental Structure, *Government Role, Learning Activities, Legislation, Manuals, *Policy Formation, *Political Science, Politics, Resource Materials, Secondary Education, Simulation, Social Studies

This material provides a program to instruct secondary level students in the political, governmental, and legal process and to encourage active student participation in these processes. Part of a year-long curriculum program, this unit examines the structure and function of the state, county, and local levels. Included are policy formation, lobbying, media techniques, sociological surveying, and value orientation. Intertwined with these issues are the environment, housing, and transportation. In addition, students learn the operation of intergovernmental communication and are provided with a practical knowledge of labor-management relations. Simulation is used to reveal the decision-making process of governmental bodies. The first section of the document introduces the curriculum approach, the value orientation, and the community as a classroom. How to collect data for community research is the focus of the second section, including the influence of this research on governmental decisions and public policy. Section three examines how expectations of the people can be implemented in the government. An introduction to the legislative process precedes a section on a model congress. The final three sections include a community environment project for students and two curriculum guides on county and local government. Several appendices conclude the document, along with a list of resources—human and organizational, publication, audio-visual materials, and simulations. (Author/JR)

ED 110 395 SO 008 538

Morgart, Robert A. Mihalik, Gregory
The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History.

Pub Date 1 Apr 75

Note—21p.; A paper presented for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational History, Educational Improvement, *Historiography, History Instruction, *Laborers, Local History, Secondary Education, *Social Class, *Social History, Social

Status, Social Structure, Sociocultural Patterns, Socioeconomic Influences, Socioeconomic Status, United States History
Identifiers—*Working Class

A rationale is presented for a new direction in educational historiography which reevaluates the treatment of the working class as active creators of history. Presently, the impact of the working class on the public school history curriculum is not fully assessed or explained in light of other social and economic circumstances in the twentieth century. This neglect of working class history deprives a majority of students of an area of knowledge which carries the possibilities of explaining the past and making recommendations for future actions. Generally such knowledge of the working class is kept alive through the spoken word and music but is not recognized as legitimate knowledge for public school teaching. The result is ideological hegemony which is under control of the dominant culture and is unimpeded by a critical examination of its purpose. Educational historians need to continually examine the historical process of legitimizing or delegitimizing knowledge and especially develop participatory studies of working class history and culture. (Author/DE)

ED 110 396 SO 008 539

Cohan, Mark E. Gustafson, Neil C.
Population and Social Change: A Curriculum Guide for High School Teachers. Working Copy.

Upper Midwest Research and Development Council, Minneapolis, Minn.

Pub Date Sep 74

Note—38p.

Available from—Upper Midwest Council, Federal Reserve Bank Building, Minneapolis, Minnesota 55480 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum Guides, Demography, Environmental Education, *Futures (of Society), Learning Activities, *Population Distribution, *Population Education, Population Growth, Secondary Education, *Social Change, Social Factors, Social Problems, Social Sciences, *Social Studies

This curriculum guide for secondary students contains learning activities on population and social change. The guide revolves around four major concepts. The first concept is population change which refers to the numerical increase or decrease of population. Population distribution is the second major concept which refers to the patterns of where people live. Included are references to economic, cultural, geographic, and psychological factors. The third concept is the effects of population change on both the natural and man-made environments. Planning for the future is the last concept covered in the curriculum guide. For each of the concepts, one major learning activity is included with questions, supporting concepts, and evaluation. The guide lists suggested instructional objectives as well as an evaluation form for teachers to rate the curriculum guide. Ideas for additional learning experiences and sources of further information conclude the document. (Author/JR)

ED 110 397 SO 008 542

Falk, William W. Sonensfeld, Carol
Self Theory and the Twenty Statements Test: Some Thoughts on its Application to Women.

Spons Agency—Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Pub Date Mar 74

Note—20p.; Paper presented at meeting of the Texas Academy of Science (Denton, Texas, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitude Tests, Behavior Theories, *Females, Higher Education, *Role Perception, *Self Concept, *Self Concept Tests, Self Evaluation, *Sex Role, Sociology, Womens Education

Identifiers—TST, *Twenty Statements Test

This paper addresses some considerations about self theory and the Twenty Statements Test (TST) as they might be used to study women. Two theories have developed within the general rubric of "symbolic interaction" as coined by Blumer. The first is the Iowa School, or Kuhn school, which states that the self is a directly researchable phenomenon; the same procedures

used in other sociological research are applicable and the self is researchable as any other social object. The TST was developed by Kuhn and his students, as a method of uncovering general self-attitudes. Conversely, the second school, or Chicago school, argues that the self is only knowable by inference and an understanding of the many roles which a person plays; thus, the self is not conceived as subject to analysis by sociological techniques. Supporting the Iowa school, this paper justifies its approach to self theory. Secondly, a brief description of self theory and the Twenty Statements Test is provided, so that both the theoretical orientation and its technique are understood. Thirdly, certain selected examples of self theory and TST research which have considered women are presented. The paper concludes with a short discussion of suggested future directions in which self theory might proceed, and presents an argument for investigating the self within a broader investigative framework than the TST provides. (Author/JR)

ED 110 398 SO 008 543

McGaw, Dickinson

Personalized Systems of Instruction.

Pub Date 75

Note—25p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Contingency Management, *Course Evaluation, *Course Objectives, *Course Organization, Higher Education, Humanistic Education, Individual Development, *Individualized Instruction, Instructional Innovation, Learning Theories, Pacing, Peer Teaching, Reinforcement, Teaching Methods Identifiers—Keller (Fred), *Personalized Systems of Instruction, PSI

Personalized systems of instruction (PSI), also called individualized instruction or contingency-managed instruction, were developed in the mid-1960s at the college level by Fred Keller, a reinforcement learning theorist. The Keller plan consists of five features: self-pacing, unit mastery, student tutors, optional motivational lectures, and learning from written material. The Keller plan appears to work well because it is consistent with at least ten educational principles for which there is some empirical support, such as active responding and specification of objectives. Keller's plan may be implemented in five stages: assessing entering behaviors, specification of course objectives, selecting resources and activities, establishing the course, and evaluating student performance. Systematic efforts at evaluating PSI are beginning to appear. The two most extensive evaluations show that PSI students perform better on all types of examinations, have longer retention, and have more positive attitudes towards courses than students taking conventional, structure-type courses. (Author/ND)

ED 110 399 SO 008 544

Broh, C. Anthony

Achievement and Attitude with Computer Related

Instruction: A Field Experiment.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*American Government (Course), College Instruction, *Computer Assisted Instruction, *Computers, *Data Analysis, Educational Development, Electronic Data Processing, Higher Education, *Political Science, Programmed Instruction, Social Sciences, Teaching Techniques, Voting

A field experiment is described on the use of computer-related instruction at the college level in political science. The program modules are designed to: (1) teach a substantive body of knowledge in an introductory American government course; (2) introduce students to the basic methods of data analysis; and (3) teach elementary techniques of computer use. The substantive material and the basic concepts of data analysis were presented to a second introductory American government course in lecture format. The control group was not a course normally taught

by the experimenter. Significant student achievement in methodology and computer concepts were found with the computer-developed modules. It was found that computer-related instructed students did no worse than lecture-taught students in voting behavior topics. The document concludes with a discussion of the implications of the research for higher education. (Author/JR)

ED 110 400 SO 008 545

Tyack, David B.

Some Models for Interpreting the History of Compulsory Schooling.

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attendance, *Educational Development, *Educational History, *Educational Practice, Elementary Secondary Education, Historical Criticism, Historiography, Models, Political Influences, Public Schools, *School Attendance Legislation, Socioeconomic Influences, United States History

Five models are postulated for interpreting the three historical stages in the development of compulsory schooling in the United States. These three stages include (1) a symbolic stage where compulsory public school education began to gain strength but lacked enforcement procedures, (2) a bureaucratic phase beginning around 1900 where new organizational technologies made compulsory attendance effective, and (3) a post-compulsory phase beginning in the 1960's where the legitimacy of compulsory schooling is being questioned and truancy is rampant. Model 1 interprets the development as an evolution of the self-perpetration of a democratic society. Model 2 reflects a revisionist interpretation where society's economic elites fashioned compulsory school systems in order to produce a stable, rational economy in which they could retain their power. Model 3 stresses socialization and nationalism where schooling creates citizens and legitimizes government hierarchies. Model 4 interprets stage 1 as a subcultural conflict where state legislators passed laws as a symbolic crusade of the virtuous. Model 5 interprets the development of compulsory attendance as the work of political interest groups including both business and labor. (Author/DE)

ED 110 401 SO 008 546

Heighberger, Neil

Simulation: The Motivation Connection.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American Government (Course), Course Descriptions, *Educational Games, Educational Innovation, Educational Interest, Educational Strategies, Higher Education, Legislation, *Motivation Techniques, *Political Science, Politics, *Simulation, Student Motivation, Teaching Methods

After a brief introduction to the educational benefits of simulation/games, the use of two games in two undergraduate political science courses is described. For a game to be valuable from an educational point of view, it must be analytic in nature and similar in structural elements to those of the real world. The simulation experience motivates the students and gets them actively thinking and acting on intellectual questions presented by the game, develops an understanding of a process, and changes the role of the teacher from authority figure to a critic-observer. In a beginning level American government course "Simulated Society" (SIMSOCI) is used to examine questions related to nation building, such as how will society be organized, who will make the decisions, and what type of institutions are best. In an advanced course on the legislative process, the simulation "Decision Making by Congressional Committees" is used to examine factors involved in a bargaining situation when Congress is considering various legislation. In both cases the most important learning occurs in the debriefing phase of the games. (Author/DE)

ED 110 402

SO 008 547

Karma, Kai

The Ability to Structure Acoustic Material as a Measure of Musical Aptitude: Part 2. Test Construction and Results. Research Bulletin 43.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date Feb 75

Note—30p.; For a related document, see ED 092 440

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Aptitude, *Aptitude Tests, *Comparative Testing, Fine Arts, *Music, Musical Composition, *Test Construction, Test Interpretation, Test Reliability, Test Results, Test Validity

This report is the second part of a study designed to construct a test for measuring musical aptitude of persons from various age groups. It covers the construction of the test, material, item analysis, reliability, validity, and possible future steps. The test is composed of musical recordings, determined from pilot studies, that the test groups analyzed for acoustical structure. Three versions of the test were developed to raise its reliability. Patterns of relationships instead of absolute figures are measured to show the test's validity, which is expressed in several tables in the report. Findings indicate that there are no essential differences between the total correlations and the deviations of the items in the different versions of the test. The total correlations show a relatively low but consistent positive relation. A major conclusion is that a subject's age affects his test results very little. This seems to support the theory that musical aptitude develops at an early age. See ED 092 440 for a report on the first part of this study covering the background theory and pilot studies. (ND)

ED 110 403 95 SO 008 551

Azzouz, Azeddine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 3, 1973.

Agence Tunisienne de Public Relations, Tunis (Tunisia)

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—49p.; For a related document, see SO 008 515; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Developing Nations, Educational Development, Educational Philosophy, *Educational Problems, *Educational Research, Educational Theories, Elementary Secondary Education, Higher Education, *Illiteracy, International Education, Mechanical Teaching Aids Identifiers—*Africa, Algeria, Libya, Morocco, Tunisia

This bibliography includes English language annotations of newspapers and government publications covering educational materials of interest to North Africans (1) to raise the consciousness of their Islamic and Arabic heritages and (2) to adapt education to the problems of the multilingual population. Citations are categorized by country. Within the major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, and a special section on illiteracy. Lists of periodical sources and authors conclude the bibliography. (ND)

ED 110 404 SO 008 553

Baum, Willa K.

Oral History for the Local Historical Society.

Second Edition, Revised.

American Association for State and Local History, Nashville, Tenn.

Pub Date 75

Note—63p.

Available from—AASLH, 1400 Eighth Avenue S., South, Nashville, Tennessee 37203 (\$3.00)

Document Not Available from EDRS

Descriptors—Community Characteristics, *Community Study, Higher Education, Historiography, Instructional Innovation, *Local History, Local Issues, *Primary Sources, Resource Materials, Secondary Education, *Social History, Teaching Techniques, *United States History

Identifiers—*Oral History

A guide to the assembly of local, oral history information for future historical research is provided. Since the relatively new field of oral history is the tape recording of reminiscences about which a narrator can speak from firsthand knowledge, it is necessary for the interviewer to have background knowledge of the subject matter and considerable social skill in interviewing techniques. Topic areas in the booklet include discussions on what is meant by oral history, reasons for oral history, ways to start an oral history program, equipment and tapes, the interview process, who should interview, tips for interviewers, indexing tapes, agreement on use of the tapes, ethics of oral history, deposit and preservation of tapes, when to transcribe or not to transcribe, encouraging the use of oral history materials, developing expertise, and a bibliography. Oral history interviews differ from journalistic or specific historical research interviews in that they are intended for use by a wide variety of researchers; therefore their scope should be broader than what would be covered for immediate or specific use. (Author/DE)

ED 110 405**SO 008 554***Leaper, Robert R., Ed.***Emerging Moral Dimensions in Society: Implications for Schooling.**

Association for Supervision and Curriculum Development, Washington, D.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 9 Jun 75

Note—79p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (\$3.75)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Communications, Conference Reports, Educational Alternatives, Essays, *Futures (of Society), Government Role, Higher Education, *Moral Development, *School Role, Sciences, Social Sciences, *Values

This document presents lectures and dialogues from a two-day colloquium in which experts from academic fields outside of education identified and examined values upon which schooling might and should focus; that is, the identification of moral imperatives. The Association for Supervision and Development (ASCD) lectures were planned in order to ferret out a clearer body of values to give direction to thought for possible reformation of curriculum content. This booklet presents a chapter written by Harold G. Shane and reports the lectures of Jonas Salk, Robert Heilbroner, Willard Wirtz, and William I. Thompson. Some of the many facets of moral education are considered in each of the following essays, with a bearing on schooling and with suggestions for how to examine the future as a guide to present educational decision making and development. Harold G. Shane briefly describes the values education "movement." Jonas Salk draws on his scientific experiences in developing moral human equations. Robert Heilbroner presents a gloomy commentary on the human prospect, and starkly presents some of the excruciating moral dilemmas. Willard Wirtz depicts the implications of moral responsibility in a democracy and for education. William I. Thompson sketches the moral foundations he sees in a new planetary culture, and what they may suggest for educational practice. (Author/JR)

ED 110 406**SO 008 555***Milne, Bruce G. Hoover, Herbert T.***101 Things to Do for Your Bicentennial: A Program for the American Issues Forum. A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri Region.**

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date 75

Note—299p.

Available from—USD Educational Research and Service Center, School of Education, University of South Dakota, Vermillion, South Dakota 57069 (\$8.00; \$7.50 each for 10 or more copies)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Activity Units, American Indian Culture, Conceptual Schemes, Cultural Awareness, Cultural Education, Demography, Elementary Secondary Education, *Folk Culture, Geographic Regions, *Human Geography, Junior High Schools, *Lesson Plans, Physical Geography, Social History, Social Studies, Teaching Guides, *United States History

Identifiers—*Bicentennial, Frontier History, United States

The junior-high-level teaching guide incorporates historical, geographical, social, political, and cultural materials that cover the heritage of the society of the Western Frontier and Upper Missouri region: Minnesota, Iowa, North and South Dakota, Nebraska, Wyoming, Utah, Colorado, and Montana. The purpose is to acquaint students with culture of the area by using questioning techniques and by employing a conceptual approach for applying human geography of the past to the present. Although ready-made lesson plans are specifically designed for junior high age groups, the activities and materials are versatile enough for use in either elementary or secondary schools. An overview of the Bicentennial theme tells teachers how this can be related to school programs in 1975-76. The 10 teaching units which comprise the major portion of the guide are on American Indians; explorers, trappers, traders; soldiers and forts; transportation, commerce, communication; cattlemen; agriculture; government and politics; conservation and ecology; towns and town builders; and culture. Units contain numerous projects, maps, charts, preparation and teaching time, pages are reproducible and can be transferred to a notebook or file box. (ND)

ED 110 407**SO 008 556***Schonfeld, William R.***The Importance of Politics: A Study of French Secondary School Students. Draft.**

Pub Date 75

Note—42p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Activism, Family Background, Political Affiliation, *Political Attitudes, Political Influences, *Political Science, *Political Socialization, Religious Factors, Secondary Education, Secondary School Students, Social Science Research, *Socioeconomic Influences, *Student Attitudes, Student Characteristics

Identifiers—*France

The relative importance of government as measured in a sample of French secondary students is examined. Drawn from four different schools, 481 Parisian pupils served as the sample for the study. The students responded to a questionnaire ranking the importance of their relationships with the government and the police with seven other specific relationships including parents, brothers and sisters, friends, the opposite sex, teachers, merchants, and neighbors. The results indicated that relationships with the government and police are among the least important. For the small group that did consider politics important, there are similar background characteristics. Politics are more important for older students, boys, atheists, those who do not practice their religion, and pupils whose fathers have upper class occupations. Atheists, Protestants, and Jews are more likely than Catholics to be highly politicized. (Author/DE)

ED 110 408**SO 008 562***De Tray, Dennis N.***The Interaction Between Parent Investment in Children and Family Size: An Economic Analysis.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date Apr 72

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Birth Rate, Children, Economic Factors, *Economic Research, Economics, *Family Planning, Family Resources, Parent Child Relationship, *Population Trends, *Socioeconomic Influences, Socioeconomic Status, Urban Population

A theoretical and empirical investigation of the family size decision is reported. The distinguishing feature of the study is its emphasis on the relationship between investment in and desired number of children. The basic argument is that in determining the level of benefits they want to receive from children and child-related activities, parents view additional investments in children and additional births as substitutes. The data are drawn from a 1960 cross section of United States with counties as the units of observation. Female earnings are the most important determinant of completed family size in terms of both magnitude of effect and statistical significance. Other variables having a significant negative effect on child-birth are female education and the degree to which a county is urban. On the other hand, median value of housing and male earnings both exert a positive influence on desired numbers of children. When economic differences are accounted for, race plays virtually no role in determining family size. (Author/DE)

ED 110 409**SO 008 576****Studio in Sculpture, Ceramics, Jewelry. Advanced Elective Courses in Art for Grades 10, 11, or 12: Volume 2.**

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development. Pub Date 74

Note—61p.; For a related document, see ED 110 747

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Advanced Programs, Art Activities, *Art Education, *Ceramics, Class Activities, Course Descriptions, *Creative Art, Grade 10, Grade 11, Grade 12, *Handicrafts, Resource Materials, Sculpture, Secondary Education

Identifiers—Jewelry

This is the second volume in a series that includes the syllabi for the advanced elective courses in the New York state art program for grades 10, 11, and 12. The first volume is described in ED 100 747. The guide consists of the following three sections: (1) Studio in Ceramics, (2) Studio in Sculpture, and (3) Studio in Jewelry and Silversmithing. Teaching techniques include teacher demonstrations, classroom discussion, hands-on experiences and creative artistry, and a variety of other three-dimensional art forms. A description, student objectives, background reading for teachers and students, and suggestions for teacher demonstrations, classroom discussions, and student activities are provided for each section. Evaluation methods and suggested supplementary readings are also included. (Author/JR)

SP**ED 110 410****SP 009 254****Teacher Certification Consortium for the Preparation of Elementary Teachers.**

Northline Teacher Certification Consortium, Seattle, Wash.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Elementary School Teachers, Evaluation, *Field Experience Programs, *Internship Programs, *Performance Based Teacher Education, Performance Criteria, Program Proposals, *Teacher Interns, Teaching Experience

Identifiers—TEPFO Model

This proposal deals with the implementation of a field oriented, performance based elementary teacher preparation program. The first section of the proposal defines intern roles, intern responsibilities, and performance goals. Section two lists expected competencies and presents the rationale for these competencies. Section three discusses the major characteristics of this teacher preparation program. The fourth section outlines procedures which (a) ensure that each intern participates in the design of his/her own program, and (b) enable the intern to achieve certification at his/her own rate. Section five discusses the selection and placement of interns, and includes entrance applications and exit evaluations. The sixth section provides feedback procedures for the interns and the program. Included are (a)

evaluation forms; (b) selection criteria for field associates and field coordinators; and (c) an outline of the responsibilities of field associates, field coordinators, principals, clinic professors, and clinic directors. Also included in this section is a code of ethics for the teaching profession. Section seven presents examples of the kind of experiences that will be available to staff development personnel to assist them to develop necessary competencies and carry out the responsibilities of their roles. Program elements which ensure the quality of the intern's preparation are discussed in section eight. Section nine mentions the planning that is taking place for a new program of continuing career development. (MK)

ED 110 411 SP 009 336

Boaco, James J. And Others

The Development and Evaluation of an Inservice Education Model to Develop Informal Individualized Learning and Teaching Practices.

Western Michigan Univ., Kalamazoo. Center for Educational Research.

Pub Date Apr 75

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Individualized Instruction, Individualized Programs, *Inservice Programs, *Inservice Teacher Education, *Open Education, Program Development, Program Evaluation, *Student Centered Curriculum, Teacher Attitudes, Teaching Methods

Identifiers—Western Michigan University

This report contains four papers which discuss the theory, development, and evaluation of a Western Michigan University inservice program for developing individualized instruction. The first paper discusses inservice education based on the philosophical assumptions and implications of informal/open education towards individualized instruction. It emphasizes learner autonomy in the process of individualizing instruction. The second paper concerns the continuing professional development of teachers and presents a heuristic model, used at Western Michigan University, as one method of providing for that development. The model interrelates the elements of (a) a programmatic component, (b) a renewal system component, and (c) a teacher-learner component. In the third paper, evaluation procedures in which the teacher evaluated the program at Western Michigan University are discussed. The following three instruments were used to obtain the teachers' opinion: (a) a program questionnaire, (b) teacher assessment of classroom practices, and (c) an observation rating scale. The final paper discusses the impact of structural constraints of the university and schools on the implementation of inservice education models. (MK)

ED 110 412 SP 009 339

Holbrook, Leona

Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture.

Pub Date 19 Aug 74

Note—29p.; Paper presented at the Canadian Symposium on History of Sport and Physical Education at Dalhousie University (3rd, Halifax, Nova Scotia, Canada, August 19, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*American Culture, Church Programs, Church Role, Cultural Differences, *Dance, *Interfaith Relations, Intergroup Relations, *Religious Cultural Groups, *Social Life, Social Relations

Identifiers—*Mormons

Dance has often been a significant part of a cultural heritage. Most of the religious organizations which were formed just after the United States achieved its independence, however, rejected many European religious customs, including dance. Despite this, the Mormon church not only allowed dance, but advocated and sponsored it. Dance was an important part of Mormon social life throughout their emigration westward, and continued to be so when they reached Utah. The Mormon church has continued to emphasize dance as a major means of bringing church members together. (This document provides numerous examples of the popularity of dance among Mormons throughout their history.) (MK)

ED 110 413 95 SP 009 373

Dambrich, Edward L. And Others

Governance of Teacher Centers. Special Current Issues Publication No. 2.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—24p.

Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. (1-9 copies, \$0.70 ea., 10-99 copies, \$0.65 ea., 100-999 copies, \$0.60 ea., 1000 or more, \$0.55 ea.)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Consortia, Cooperative Planning, Educational Coordination, *Governance, Inservice Teacher Education, Intergovernmental Cooperation, *Teacher Centers, *Teacher Education

This booklet contains four papers on teacher center governance, each written from a different perspective, and each dealing with a different aspect of teacher centers. The first paper discusses issues concerning the governance of teacher centers and deals specifically with (a) collaboration, (b) affiliation, and (c) parity. It is written from the perspective of a representative of a federally funded teacher center. The second paper deals with governance from the perspective of the Atlanta Area Teacher Education Service (AATES), whose teacher center operates through a consortium. The activities of the AATES are traced from its creation in 1945 to its model teacher center program in 1970 to its 1974 feasibility study for the establishment of a teacher center to serve metropolitan Atlanta. The third paper furnishes an example of the kinds of programs which can exist under school-district governance. The history, organization, and projects of the San Francisco Unified School District Teacher Center are described. The fourth paper is a proposal for a teacher center by the Des Moines Education Association Instruction and Professional Development Committee. It is an example of how a teacher center is initially conceived. (RC)

ED 110 414 SP 009 381

Buller, Melvin C.

The Role of ATE in Teacher Education.

Pub Date 5 Aug 75

Note—5p.; Abstract of paper presented at the Association of Teacher Educators Summer Workshop (Lincoln, Nebraska, August 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Inservice Teacher Education, Performance Based Teacher Education, Preservice Education, *Professional Associations, *Teacher Associations, Teacher Centers, *Teacher Education, *Teacher Educator Education

Identifiers—*Association of Teacher Educators, ATE

The Association of Teacher Educators (ATE) plays an important role in teacher education, and, if it is to continue to do so, must meet the challenge of change in teacher education. The role of ATE, as established in its constitution, is to provide individual professional growth for all persons concerned with teacher education and to promote quality teacher education programs. ATE therefore (a) encourages more minority group participation in its organization, (b) emphasizes the need for educational renewal centers and the continued exchange of personnel involved in the various aspects of teacher education, and (c) encourages experimentation with competency based teacher education. Most importantly, however, ATE wishes to stress the need for inservice teacher education. In the past, the Association had its greatest impact on teacher education in the area of supervision and development of teaching. Now, however, ATE recognizes that only inservice education offers hope for improvement and innovation in education. (MK)

ED 110 415 SP 009 394

DiNucci, James M.

Motor Performance Age and Race Differences between Black and Caucasian Boys Six to Nine Years of Age.

Pub Date Feb 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Age Differences, *Children, Males, Motor Development, Motor Reactions, Muscular Strength, Physical Characteristics, Physical Development, *Psychomotor Skills, *Racial Differences

This study was undertaken to compare the motor performance age and race differences between black and caucasian boys ages six to nine. One hundred and twenty subjects were administered 25 test items which measured (a) muscular strength, (b) muscular endurance, (c) cardio-respiratory endurance, (d) speed, (e) power, (f) agility, (g) balance, and (h) flexibility. Results indicated that relative to age level differences, the motor variables of power, balance, speed, and agility change significantly from year to year, while for measures of muscular strength and endurance the pattern of change is not as clear cut. Comparisons for cardiorespiratory endurance and flexibility did not produce significant differences. An analysis of the comparisons for race differences found black subjects superior to caucasian subjects on eight test items and caucasian subjects superior on two items. All other comparisons between races were not significant. (PB)

ED 110 416 SP 009 395

Welch, Paula

American Women: Early Pursuit for Olympic Laurels.

Pub Date Apr 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletes, *Athletics, *Females, Golf, History, Sex Discrimination, Swimming, Tennis, *Women's Athletics

Identifiers—*Olympics

Women were not considered in preliminary discussions concerning the events, designation of participants, competitive attire, and problems relating to amateurism in the first Olympic games. Golf was the first sport in which women participated in the Olympics, and the first woman to achieve Olympic recognition for the United States did so by winning the women's international singles golf event in 1900. Women's tennis was included in the games of the second Olympiad, and archery for women in the third. Swimming and diving events were opened to women for the 1912 Olympics although the United States and France had voted against their inclusion. The United States did not have a women's swimming and diving team compete until 1920, at which time the U.S. team won four out of five events. At this same Olympiad, a conflict in scheduling arose between Olympic officials and the U.S. Lawn Tennis Association which prevented both men and women from representing the United States in tennis in the 1920 Olympics. Since the limited representation of American women during the first seven Olympiads, improvement can be seen in (a) performances, (b) the number of events open to women, (c) the increasing number of participants, (d) media coverage of women's competition, and (e) the acceptance of women who participate in sport. (PB)

ED 110 417 SP 009 397

Kidder, Steven J. And Others

Quantity and Quality of Instruction: Empirical Investigations.

Pub Date 75

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Quality, *Models, Program Length, Reading Achievement, *Reading Instruction, Research Methodology, *Teaching Quality, *Time Factors (Learning)

This paper discusses a study undertaken to examine the contributions of quantity and quality of instruction to reading achievement. Models of school learning by Wiley and Harnischfeger (W-H) were used in this study. The study sample consisted of fourth, fifth, and sixth graders who had complete data on the major variables under consideration and who had received any of levels

one through six of the criterion referenced reading tests. Data on the quantity and quality of instruction were gathered in taped interviews given to all principals, teachers, specialists, and selected teacher aides. The analytical procedures in this study involved improving the data, reducing the number of relevant variables, and deriving the reading progress parameters. Results indicate that allocated exposure time is related to student performance, even while controlling for school, student, and teacher background factors. This suggests that further field exploration of the factors in the W-H model are feasible and will result in refinements of causal relationships. Results also indicated that extra time spent by the teacher with the student has an effect that is tied to student ability. (The data in this report is supported by 15 tables.) (RC)

ED 110 418 SP 009 398

Sylvester, Robert
The Role of Method in Teaching: An Informal Exploration.

Oregon School Study Council, Eugene.

Pub Date Feb 75

Note—24p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Body Language, *Classroom Communication, *Communication Skills, Field Trips, *Nonverbal Communication, Role Playing, *Teaching Methods, *Teaching Techniques, Textbooks

This bulletin discusses the following four important aspects of the teaching process: surface communication, and enactive, iconic, and symbolic representations of reality. The author begins with a discussion of surface communication in which he explains that our skin constitutes a barrier to communication. He states that we must, therefore, devise ways to express ourselves through this barrier and mentions physical appearance and clothes as ways in which the barrier is overcome. Houses and classrooms are then discussed as extensions of this attempt to communicate. The author then explains enactive, iconic, and symbolic systems for representing reality as the three basic methods categories teachers use. The enactive system, according to this paper, involves actual experience. Although achieving actual experiences may be difficult at times, the teacher can arrive at close approximations through field trips, games, and role playing. The author states that sometimes iconic teaching techniques can be used to better advantage. This technique involves "recording and summarizing images" such as slides, paintings, charts, maps, and films. Lastly, the author discusses the symbolic system, or written and spoken language. This is the system which dominates curriculum and instructional practices in elementary schools. The author notes that although this system is extremely important, more importance should perhaps be given to iconic and enactive representations in elementary classrooms. (PB)

ED 110 419 95 SP 009 402

Samph, Thomas White, Sally A.
An Analysis of Selected Classroom Behavioral Category Systems. Final Report.

Syracuse Univ., N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-B-080

Pub Date 19 Feb 73

Grant—OEG-2-2-28080

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Behavior Patterns, *Classroom Observation Techniques, *Factor Analysis, *Measurement Techniques, Research Design, Research Methodology, *Teacher Behavior

The purpose of this research report was to improve the utilization of classroom observation systems in instruction and research by identifying (a) new and unique dimensions of teaching, and (b) the commonalities of several existing observation systems. The design of this study called for the coding of classroom behaviors by individuals highly trained in the use of the nine observation systems selected for this study. A sample of 50 taped lessons demonstrating classroom performance was obtained, and each coder was instructed to code each lesson. The materials were

then returned and analyzed. Factor analysis was used to find the appropriate number of independent dimensions necessary to adequately describe the phenomenon of teacher behavior. The number of variables input into the first factor analysis was summarized in terms of standardized scores for each factor generated. These standardized scores became the input for a second factor analysis. The results of this study indicate an overlap of dimensions among the category systems and raise questions about the continual unsystematic development of observation schemes. (RC)

ED 110 420 SP 009 403

Kallos, Daniel

Curriculum and Teaching: An Un-American View. Spons Agency—Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date 75

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum, *Curriculum Research, Educational Research, Educational Researchers, Foreign Countries, *Research Criteria, *Research Methodology, *Teaching Pedagogical research in the United States has greatly influenced the methods by which research on curriculum and teaching has been carried out in Scandinavian countries. The predominant view on how to conduct scientific research in pedagogics has always been based on the positivist philosophy of science. In the late 1960s, however, criticism concerning established methods of pedagogical research emerged in several European countries. Current research in these countries represents an important step toward the necessary redirection of pedagogical research. Research on curriculum and teaching should be based upon a thorough analysis of the functions of educational systems. Some promising attempts have been made along this line based on dialectical materialism. Theory and research on the one hand, and the practice of teaching or curriculum development on the other, are not clearly separable activities if a radical perspective toward pedagogical research—one not based on the positivist philosophy of science—is chosen. (A discussion of educational systems, curriculum, and teaching is included.) (PB)

ED 110 421 SP 009 404

EU/DISED: Technical Studies, 1971.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 71

Note—200p.; For related documents, see ED 087 403, ED 040 716, 725 and 726

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Abstracting, *Educational Research, *Foreign Countries, Indexing, Information Dissemination, *Information Needs, *Information Networks, Information Processing, Information Retrieval, Information Services, *Research Utilization, Thesauri

This collection of technical studies concerning the European Documentation and Information System for Education (EU/DISED) presents the problems of educational information, documentation, and dissemination in Europe. In the first report, transmitter-receiver relationships and the understanding of each other's roles and needs are discussed. The second report presents current problems in the field of abstracting, indexing, and computer retrieval. The third report focuses on the problems of developing the multilingual EU/DISED Thesaurus. In the fourth report, basic standards for an educational information network are discussed. The fifth report deals with non-book material, and problems in the standardization of recording mechanisms are enumerated. The sixth report shows the problems of a decentralized network for educational information exchange in Europe. It goes on to fully describe the scope and goals of EU/DISED and shows how its utilization will aid in the educational information problems of Europe. (MK)

ED 110 422 SP 009 405

Caldwell, Stratton F.

The Human Potential Movement: Body/Movement/Non-Verbal Experiencing.

Pub Date Apr 73

Note—13p.; For a related document, see SP 009 406; Paper presented at the Annual Conference of the California Association for Health, Physical Education, and Recreation (40th San Diego, California, April 13-16, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Athletics, Body Image, Body Language, Individual Development, *Nonverbal Communication, *Personal Growth, *Physical Activities, *Physical Education, Psychological Needs, Self Actualization

Identifiers—Growth Centers, *Human Potential Movement

A social, humanistic movement focusing on the needs and concerns of more advantaged, affluent persons has emerged, called the "Human Potential Movement." The emphasis of the movement centers around group processes, small group experiences, and the search for personal, interpersonal, and organizational growth. The development and emergence of growth centers has probably been the major influence in determining the scope, direction, importance and spread of the Human Potential Movement. There is much diversity among growth centers, but basic purposes and intent are similar. Within the Human Potential Movement, and more specifically within growth centers, the body has rejoined the mind in a social, humanistic emphasis on the integrated, holistic, total human being. The emergence of growth centers in the United States during the past decade and the publication of considerable literature in the field of sport and athletics with strong humanistic emphases clearly indicate a need for deeper understanding of the meaning of physical education, body, movement, and nonverbal experiencing in the years ahead. (Included in this paper are descriptions of six growth centers and a list of body, movement, and nonverbal experiences.) (RC)

ED 110 423 SP 009 406

Caldwell, Stratton F.

The Human Potential Movement: Forms of Body/Movement/Nonverbal Experiencing.

Pub Date 75

Note—8p.; For related document, see SP 009 405; Paper presented at the Forty-Second Annual Conference of the California Association for Health, Physical Education, and Recreation (42nd Los Angeles, California, March 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Athletics, Body Image, Body Language, Individual Development, *Nonverbal Communication, *Personal Growth, *Physical Activities, *Physical Education, Psychological Needs, Self Actualization

Identifiers—*Human Potential Movement

A social, humanistic movement has emerged which focuses on the desire of many affluent and advantaged citizens for personal, interpersonal, transpersonal, and organizational growth. It has been termed the "Human Potential Movement." Growth centers, which emphasize the integrated totality of the person, have developed all over the United States and throughout the world during the 1960s and 1970s. Within these centers there has been a rediscovery of the body as central to one's unified being and becoming. A unique development among growth centers is the emergence of the Esalen Sports Center, which explores the potential of athletic experiences for eliciting higher levels of awareness. There are many growth centers, colleges, and universities offering body, movement, and nonverbal oriented experiences that can be utilized by physical educators and others as they seek new and different program experiences. (RC)

ED 110 424 95 SP 009 413

Weiss, Carol N. And Others

An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach.

Educational Development Center, Inc., Newton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—284p.; A study based on interviews with teachers, aides, administrators and parents in the EDC Follow Through Program (Paterson, New Jersey, 1973-74); For related documents, see SP 009 414

Available from—Open Education Follow Through Program, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160 (No price quoted)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Administrator Attitudes, *Advisory Committees, Community Role, *Evaluation Methods, Parent Attitudes, *Program Evaluation, *Questionnaires, School Role, Surveys, Teacher Aides, Teacher Attitudes
Identifiers—*Follow Through

This report was written as part of the sponsor evaluation of the Educational Development Center (EDC) Open Education Follow Through Program under a grant from the U.S. Office of Education. In this study four groups of adults (teachers, aides, administrators, and parents) who are involved with the growth and development of children in the EDC Follow Through program in Paterson, New Jersey were interviewed. This report is divided into 11 chapters concerning the following: (a) an overview of evaluation research procedures, (b) background information, (c) an overview of classroom activities, (d) how the teachers view their role in the school, (e) an overview of administrator activities, (f) the issue of parent involvement, (g) views on children's learning, (h) opinions of teachers concerning the EDC approach to learning, (i) responses to questions concerning EDC advisors, (j) satisfactions and difficulties in Follow Through, and (k) opinions concerning what will happen when Follow Through leaves Paterson. Each chapter includes an introduction, a summary of responses, an analysis of responses, and a detail of responses for each group interviewed. An appendix is attached which includes the interview questionnaires. Also attached are a teacher questionnaire and the background and methodology for that questionnaire. (RC)

ED 110 425 95 SP 009 414

Weiss, Carol N. And Others

An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—252p.; For related documents, see SP 009 413; A study based on interviews with teachers, aides, administrators and parents in the EDC Follow Through Program (Burlington, Vermont, 1973-74)

Available from—Open Education, Follow Through Program, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160 (No price quoted)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Administrator Attitudes, *Advisory Committees, Community Role, *Evaluation Methods, Parent Attitudes, *Program Evaluation, *Questionnaires, School Role, Surveys, Teacher Aides, Teacher Attitudes
Identifiers—*Follow Through

This report was written as part of the sponsor evaluation of the Educational Development Center (EDC) Open Education Follow Through Program under a grant from the U.S. Office of Education. In this study four groups of adults (teachers, aides, administrators, and parents) who are involved with the growth and development of children in the EDC Follow Through program in Burlington, Vermont were interviewed. This report is divided into 11 chapters concerning the following: (a) an overview of evaluation research procedures, (b) background information, (c) an overview of classroom activities, (d) how the teachers view their role in the school, (e) an overview of administrator activities, (f) the issue of parent involvement, (g) views on children's learning, (h) opinions of teachers concerning the EDC approach to learning, (i) responses to questions concerning EDC advisors, (j) satisfactions and difficulties of working in Follow Through, and (k) opinions concerning what will happen when Follow Through leaves Burlington. Each chapter includes an introduction, a summary of responses, an analysis of responses, and a detail of responses for each group interviewed. An appendix is attached which includes the interview questionnaires. (RC)

ED 110 426

Winn, Mitchell

The Drug Alternative.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 74

Note—65p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Developmental Guidance, *Drug Abuse, *Drug Education, Drug Therapy, Health Education, Peer Acceptance, Personality Development, Personal Values, Self Concept, *Self Esteem, Self Evaluation

This book was written for educators and counselors, but its concepts are applicable to anyone who works with youth. It contains five chapters, the first of which emphasizes that building self-esteem is the best way to counter serious drug misuse. In chapter two, the kinds of pressures youngsters must cope with are discussed. In this chapter internal pressures are identified as those which relate to gender, cultural traditions, expectations, and roles such as (a) male/female, (b) ethnic, (c) religious, (d) urban/non-urban, and (e) patriotic. External pressures, such as (a) parental, (b) peer, (c) authority, (d) legal, and (e) reward, are defined as those being common to all young people. Chapter three deals with experiential learning and values clarification as means for achieving better communication and better decision making processes. This chapter discusses the phases of values clarification: (a) choosing, (b) prizing, and (c) acting. Chapter four is a discussion of how a teacher should apply values clarification techniques to himself, in order to learn why he responds in certain ways. The final chapter stresses that using the building of self-esteem to counter drug misuse would succeed best if many people would commit themselves to its principles. An appendix is attached which includes (a) experiential learning exercises, (b) selected readings, and (c) drug/alcohol information sources. (RC)

ED 110 427

Hay, James G. Wilson, Barry D.

A Computational Technique to Determine the Angular Displacement, Velocity and Momentum of a Human Body.

Pub Date May 75

Note—14p.; Paper presented at the Twenty Second Annual Meeting of the American College of Sports Medicine (New Orleans, Louisiana, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Human Body, *Motion, Motor Reactions, *Physical Education, *Physics, Physiology

The angular momentum of a human body derived from both the angular velocity and angular displacement, utilizing cinematographic records has not been adequately assessed, prior to this study. Miller (1970) obtained the angular momentum but only during the airborne phase of activity. The method used by Ramey (1973) involved a force platform, but also had its limitations because it had restricted use to only force platform activities. The mass of segment, the transverse moment of inertia of segment, the angular velocity of segment i about its transverse axis, the projected distance between the c.g. of segment i and the c.g. of the whole body, and the angular velocity of the c.g. of segment i about the c.g. of the whole body, were used in this study to develop a formula to represent the angular momentum of a multi-segment body about one of its axes. Results indicated that the method used in this study yields an acceptable first approximation of the angular momentum of a human body in motion. This method can be used for numerous tests of different physical activities. (Cinematographic diagrams are included.) (MK)

ED 110 428

Willis, Joe Wettan, Richard

Social Stratification in New York City Athletic Clubs, 1865-1915.

Pub Date 75

Note—25p.; Paper presented at the North American Society for Sport History Convention (Boston, Massachusetts, 1975)

SP 009 415

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Athletics, *Clubs, *Discriminatory Attitudes (Social), *Group Membership, Social Class, Social Integration, Social Status, *Social Stratification

Although sports historians have not often dealt with the athletic club movement of the late 1800s and early 1900s, much of the credit for the institutionalization of sport as a significant aspect of American culture should be attributed to these clubs. The athletic club movement began with the founding of the New York Athletic Club in 1866. By 1880 other clubs were well-established and the various clubs soon became more selective in terms of membership and more concerned with facilities in an attempt to become the leading athletic club. The 1890s, however, were noted for club bankruptcies and consolidations. The difficulties experienced by athletic clubs during this period were due basically to poor management and the overextension of financial resources to acquire property and expand facilities. Although the elite clubs which survived the 1890s continued to prosper in the early 1900s, this was a period in which neighborhood athletic clubs, occupational athletic clubs, and clubs organized by other small groups specifically for athletic competition flourished. The social strata represented in these clubs was increasingly lower middle class and working class, and the clubs were generally without facilities and the social preoccupations of the 1880s. (Included are data on membership requirements, dues, and athletic club policies.) (PB)

ED 110 429

Wettan, Richard Willis, Joe

The Effect of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915.

Pub Date 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Athletics, *Clubs, Governance, Historical Reviews, Social Status

During the early history of amateur athletics, the large and affluent athletic clubs—mostly in New York City—took the initiative in the formation of the first associations of amateur clubs, the National Association of Amateur Athletes of America (NAAAA), and its successor, the Amateur Athletic Union (AAU). Athletic clubs in New York City in the nineteenth century were stratified along religious, ethnic, occupational, political, and social class lines. These factors had a significant impact on the athletic associations and sport governing bodies. Although the NAAAA maintained that it was the national governing body for amateur sport, it was never capable of controlling professionalism and gambling, and never, in reality, a national organization. In 1888 the New York Athletic Club withdrew from the NAAAA to form the AAU. The AAU was then the dominant association until these two organizations merged in 1890. During the next twenty-five years the power of the New York clubs in the AAU declined. However, they still maintained their influence on the AAU governing board through the hard work of several of their representatives. The New York clubs were thus able to hold positions of power in athletic club associations disproportionate with their numbers. The decisions and policies that were made therefore may have favored these larger, upper middle class male clubs. These affluent athletic clubs, however, gained a respectability for sport which it otherwise would never have achieved. (RC)

ED 110 430

Planning Facilities for Athletics, Physical Education, and Recreation. Revised.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; Athletic Inst., Chicago, Ill.

Pub Date 74

Note—208p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$12.50)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Adapted Physical Education, Athletic Fields, Construction Management,

Construction Needs, *Construction Programs, *Facility Planning, *Facility Requirements, Field Houses, Gymnasiums, Locker Rooms, Parks, *Physical Education Facilities, *Recreational Facilities, Swimming Pools

This guide for the planning and construction of recreational facilities is divided into the following five parts: (a) fundamental procedures, (b) indoor facilities, (c) sport and athletic facilities, (d) recreational and park areas and facilities, and (e) indoor and outdoor swimming pools. Part one concerns planning the facility and dealing with the architect, and contains a check list for planners. The second part is the most extensive and includes chapters on facilities for (a) elementary and secondary schools, (b) colleges and universities, (c) research, (d) faculty and staff, and (e) lockers and showers. It also discusses construction features for the handicapped, lighting, and trends in facility concepts. Part three concerns fields, courts, field houses, and stadiums. Part four discusses (a) community involvement, (b) indoor and outdoor community areas, and (c) camps and camping. The last part deals with design and planning considerations for construction of indoor and outdoor swimming pools. Appendixes include a glossary and an annotated bibliography of areas and facilities in education and recreation. (RC)

ED 110 431 SP 009 420

George, Paul S.

Ten Years of Open Space Schools: A Review of the Research.

Florida Educational Research and Development Council, Gainesville.

Pub Date 75

Note—90p.

Available from—Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32611 (\$1.00)

Journal Cit—Research Bulletin; v9 n3 Spr 1975

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Academic Achievement, *Classroom Design, *Flexible Classrooms, *Literature Reviews, *Open Plan Schools, Peer Relationship, Student Attitudes, Student Behavior, Teacher Attitudes

This bulletin reviews the last ten years of research on open space schools in an attempt to provide information for future decision making. The first section defines and presents the historical development of open space schools. The second section reviews the research concerning effects of open space schools on teachers, and section three discusses the research on effects of open space schools on students' achievement and behavior. Most of the research reviewed in these two sections deals with elementary and middle schools. Section four critiques the research presented and examines its credibility. Finally, conclusions based on the research reviewed are presented and recommendations are given for (a) possible future directions of research; and (b) design, construction, and implementation of open space schools. Some of the conclusions stated that teachers in open space schools (a) see themselves as more autonomous, and at the same time more highly influenced by their colleagues; (b) feel more satisfied with their jobs; and (c) spend less time on routine activities than teachers in conventional schools. The conclusions also stated that (a) both teachers and students in open space schools believe that noise level is a problem, (b) neither the open space school nor the conventional school has demonstrated academic superiority, (c) open space schools seem to provide greater opportunities for alternative learning goals, and (d) open space schools seem to facilitate growth of more positive self concepts in learners. (PB)

ED 110 432 SP 009 421

A Listing of Exhibit Items for the Materials Fair, August 12-15, 1975.

Atlanta Teacher Corps Consortium, Ga.

Pub Date Aug 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, *Inservice Teacher Education, Minority Groups, Open Education, Performance Based Teacher Education, *Professional Training, Racial Integration, Racism, Reading, Sensitivity Training, *Teacher Education, *Teaching Skills

This list of materials from a Teacher Corps Materials Fair is basically intended for use by teacher educators, and includes items dealing with many important aspects of teacher education. The first section is an annotated list of books, booklets, pamphlets, and papers published since 1968, some of which cover the following topics: (a) inservice education, (b) internships, (c) open classrooms, (d) futures of education, (e) competency based teacher education, (f) staff training and development, and (g) racism, desegregation, and minority groups. The second section contains protocol and training materials which basically concern improving teaching skills. Each item is described, addresses are provided, and some prices are listed. Section three is a list of films and filmstrips which cover a wide variety of topics in education. Each entry includes a description, the length of the film, and the address of the distributor. The last section contains an annotated list of kits, programs, and training systems which cover (a) character education, (b) human relations training, (c) staff development, and (d) reading. (RC)

ED 110 433 SP 009 423

Plowman, Sharon Ann

The Effects of Training on the Time Components of the Left Ventricle, and Cardiac Time Components: Sedentary versus Active Individuals.

Pub Date 75

Note—18p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cardiovascular System, *Exercise (Physiology), *Heart Rate, Human Body, Physical Activities, Physical Fitness, *Physiology

A review of previous research was completed to determine (a) the response of the cardiac time components of the left ventricle to varying types and intensities of training programs, (b) the probable physiological explanations for these responses, and (c) the significance of the changes which did or did not occur. It was found that, at rest, training caused a lengthening in diastole (13.8 percent), ejection period (4.5 percent), and isovolumetric contraction period (9.2 percent). The electromechanical lag shortened by 3.7 percent. Following a submaximal exercise bout diastole was 23.7 percent longer, ejection period 12.8 percent longer, isovolumetric contraction period 14.7 percent longer, and electromechanical lag unchanged as a result of training. These changes are generally thought to reflect adaptation to stress and shifting autonomic nervous control. (A second article, "Cardiac Time Components: Sedentary versus Active Individuals," is attached. This article discusses research which shows that the differences between active and sedentary males parallel the changes that training programs produce in the left ventricular time components. (Author/RC)

ED 110 434 SP 009 424

Margolius, Sidney

Health Foods: Facts and Fakes. Public Affairs Pamphlet No. 498.

Public Affairs Committee, Inc., New York, N.Y.

Pub Date Oct 73

Note—28p.

Available from—Public Affairs Pamphlets, 381 Park Avenue South, New York 10016 (\$0.35) Document Not Available from EDRS

Descriptors—Eating Habits, *Food, *Food and Drug Inspectors, *Foods Instruction, *Food Standards, Health, Nutrition, *Nutrition Instruction

Identifiers—*Health Foods

In this booklet the author states that the health food industry has reached a stage where consumers must be wary of false advertising, misleading labelling devices, and other techniques used by manufacturers attempting to capitalize on the popularity of health foods. Included are nearly two dozen examples of health food products which are mistakenly thought to be especially nutritious or to have curative powers. The ingredient levels and nutritional value of money, blackstrap molasses, seeds, wheat germ, granola-type cereal, raw sugar, organic meats, raw foods, sprouts, oils, bread, cow's milk, goat's milk, and yogurt are discussed in detail. The author includes two recommendations to alleviate the current vulnerability of consumers to health food

frauds. First, the Food and Drug Administration must demand full disclosure of ingredients in all foods and second, the Federal Trade Commission must continue its current vigilance in regard to false advertising claims by the health food industry. (MK)

ED 110 435 SP 009 425

Belanca, James A.

Values and the Search for Self.

National Education Association, Washington, D.C.

Pub Date 75

Note—110p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 1356-5-00, no price quoted)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Effective Teaching, Interpersonal Competence, Interpersonal Relationship, *Personal Values, *Relevance (Education), *Self Concept, Self Esteem, *Self Evaluation, *Values

Identifiers—*Experiential Learning

The purpose of this book is to help the reader to become a more effective facilitator of learning. Based on the assumption that the most valuable learning is founded in self-knowledge and a resultant knowledge of others, the book presents a view of teaching as helping and caring with a supportive yet flexible structure. It states that the goal of each individual is the ability to direct his/her own learning. Such an ability involves a five step process of (a) exercising personal control, (b) assessing needs, (c) setting up goals, (d) using resources, and (e) evaluating outcomes. The ideas, suggestions, models, and strategy outlines contained in the text are designed to help the reader toward a self-knowledge that will enhance his/her knowledge of individual learners, in such a way that those learners may ultimately be made as independent and self directing as possible. The book progresses from an initial examination of the reader's personal values and positions on key questions to suggestions and strategies that may help the reader lead others toward the self-knowledge and the development of effective relationships with others that together constitute the measure of relevance. This book contains many valuing-forms to be thought over and filled in, metaphors to be reflected upon, activities, and simulations. (RC)

ED 110 436 SP 009 426

Cary, Eve

What Every Teacher Should Know about Student Rights.

National Education Association, Washington, D.C.

Pub Date 75

Note—40p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 0547-3, no price quoted)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Civil Rights, Corporal Punishment, *Court Cases, Court Litigation, Dress Codes, Due Process, Freedom of Speech, Grading, Law Enforcement, Married Students, Racial Discrimination, School Law, Sex Discrimination, *Student Rights, *Student School Relationship, Student Teacher Relationship, Teacher Responsibility

This booklet reviews twelve areas in which, in light of recent court cases, teachers should be made aware of changes in the status of student rights. These areas include (a) the right to an education, (b) due process, (c) "in loco parentis," (d) personal appearance, (e) marriage, (f) corporal punishment, (g) grades and diplomas, (h) punishment for off-campus activity, (i) law enforcement, (j) discrimination, (k) school records, and (l) freedom of expression. Two distinctions have been made in this list between those areas in which state courts have the ultimate decision and those which reach the federal level. The areas which deal with more fundamental rights such as the right to an education, due process, and freedom of expression fall under national jurisdiction. Personal appearance, marriage, and law enforcement are examples of areas that are left up to the states. Extensive bibliographies and a list of other National Education Association materials that pertain to student rights are included. (MK)

ED 110 437

SP 009 427

Eaddy, Vanik S.

An Evaluation of the Technical Internship in Agricultural Education at Auburn University. Staff Study VAG 1-75 Agricultural Education. Auburn Univ., Ala. School of Education.

Pub Date Jun 75

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Agriculture, *Agricultural Education, *Cooperative Education, Field Experience Programs, *Internship Programs, Questionnaires, Surveys, *Vocational Education, Work Experience Programs

This investigation was undertaken to determine the perceptions of interns and agribusinessmen towards the technical internship in agricultural education at Auburn University. The findings of this report are based upon data supplied by 37 interns and 37 agribusinessmen who participated in the technical internship program from June, 1971 through August, 1973, and who responded to questionnaires provided them. Data from the returned instruments were tabulated using: (a) percentages, (b) frequency tabulations, and (c) rank ordering procedures. (Sample responses to survey questions are included in the section on analysis of data.) The findings of this report show that both interns and agribusinessmen were enthusiastic supporters of the internship approach to the development of professional and technical instructional proficiency in agriculture/agribusiness. An extensive appendix is attached which contains: (a) a course outline, (b) a memorandum to teachers, (c) several forms, (d) examples of an intern's plan of study, (e) an assignment request to agribusiness, (f) a rating scale, (g) task sheets, (h) questionnaires, and (i) a selected bibliography. (RC)

ED 110 438

95

SP 009 428

Bredo, Eric

Collaborative Relationships on Teaching Teams: Implications for Collegial Influence, Team Morale, and Instructional Practices. Technical Report No. 45.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-3-0062

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Flexible Schedules, Interpersonal Relationship, Open Plan Schools, *Peer Relationship, Self Contained Classrooms, *Teacher Morale, *Teaching Procedures, *Team Teaching, *Teamwork

This study looks at the ways team teaching members work together, at their interdependencies, divisions of labor, and modes of coordination. It is a microorganizational study of teaching teams that looks both at factors which predict or explain how a team is organized and at the implications of these patterns of organization for (a) collegial influence, (b) team morale, and (c) instructional practices. The sample consisted of 46 teams in both open space and self contained settings, and variables were measured using questionnaire items. Most of the analysis used team level data. A series of regression analyses were used and attention was directed to whether relevant paths had positive, negative, or near-zero coefficients. Collegial influence was found to be associated with open space and the extent of common policies or agreements made by the team members. Team morale was related positively to (a) the rate of communication, (b) the extent of common policies, and (c) the team's autonomy from external supervision, and negatively to the amount of cross-grouping used by the team. The instructional practices used by teachers were found to be related to open space, teaming, and the degree of interdependence among team members. Results indicated that autonomy, flexibility, and voluntarism were likely to produce the most successful collaborative relationships. An appendix is attached which contains the indicators of key variables and intercorrelations of scale items. (Author/RC)

ED 110 439

95

SP 009 429

Slavin, Robert E.

A Flexible Observation Instrument for Student Behavior. Report No. 197.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—NE-C-00-3-0014

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Classroom Observation Techniques, Codification, Data Analysis, Evaluation Criteria, *Evaluation Methods, *Interaction Process Analysis, *Observation, *Student Behavior

The correct assessment of observable student behavior is an important tool in the ongoing education process. Whether the setting is a classroom, a field experience, an activity, or a residential treatment center, proper evaluation techniques will provide information for the determination of policies and programs. The Flexible Observation Instrument for Student Behavior (FOISB) uses different variables and incorporates them into a code which facilitates recording and allows the observing teacher to move from one student to the next in a relatively short interval of time. FOISB is particularly valuable in the evaluation of field experiences because of the short time it takes to record the needed data. The observer records the child's behavior according to (a) with whom he/she is interacting, (b) the child's general behavior, and (c) the specific nature of the behavior. The first two behaviors recorded are used to determine the third, more specific behavior from a list of possible alternatives. (Extensive definitions of all behaviors are included.) (MK)

ED 110 440

95

SP 009 431

Schalock, H. Del And Others

Closing the Knowledge Gap: CBTE Programs as a Focus and Context: Research in Education.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; National Consortium of Competency Based Education Centers, Toledo, Ohio.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Mar 75

Note—65p.; A Position Paper of the Consortium of CBE Centers

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Educational Programs, *Educational Research, *Performance Based Teacher Education, Program Descriptions, Research Needs, Teacher Education

The purposes of this booklet are (a) to suggest the kinds of research needed to close the knowledge gap that now exists with respect to competency based teacher education (CBTE), (b) to build a case for CBTE programs as contexts for research in education and teacher education, and (c) to outline a framework for proceeding with basic research in these areas. The booklet outlines four different kinds of studies that need to be undertaken. These are (a) studies of alternative approaches to the mastery of teaching competencies; (b) studies to collect information to facilitate broad policy-level decisions about CBTE; (c) studies to search for new constructs and new ways of measuring constructs, to test models, and to search for principles of instruction that can be applied to teacher education; and (d) studies to describe the development, structure, operation, and/or diffusion of programs. The remaining sections of the booklet deal with how CBTE programs can be organized so as to function as contexts for research as well as training, and how the program of research might best be implemented. Two examples of programs which are now functioning as research contexts are described, and a plan for implementing the research and documentation program being called for is outlined. An appendix is included which describes a competency based teacher education project for the Consortium of Southern Colleges for Teacher Education. (RC)

ED 110 441

95

SP 009 432

Worthen, Blaine R. Byers, Maureen L.

An Exploratory Study of Selected Variables Related to the Training and Careers of Educational Research and Research-Related Personnel. Final Report.

American Educational Research Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 70

Grant—OEG-0-9-180240-3757(010)

Note—387p.; For related documents, see ED 070 419

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Careers, *Educational Research, *Educational Researchers, Employment Opportunities, *Professional Education, Research Apprenticeships, *Research Skills, *Training Techniques

Four major areas of investigation were undertaken in the course of this study on the training and careers of research and research-related personnel in education. The first area covered the development and testing of a classification system of skills necessary for research, development, diffusion, and evaluation in education. Telephone interviews with 58 employers of research personnel indicated that the most important skills and those in shortest supply involved the exercise of judgment. It was suggested that apprenticeship training might be the best way to develop these skills. The second area concerned employment. Employment service data were examined and the most important conclusion obtained was that whereas the number of applicants remained stable from 1968-1970, the number of positions declined. The third area involved an analysis of characteristics of trainees in Graduate Research Training Programs under Title IV of Elementary and Secondary Education Act of 1965. Conclusions drawn from this study stated that the Title IV programs are worthy of continued support. The last area examined alternative approaches to training educational researchers. The following three training possibilities were considered: (a) a library of cassette tapes on current research topics, (b) transportable packages of training materials, and (c) simulation techniques. The possibilities for simulation techniques were particularly stressed. (MK)

ED 110 442

SP 009 433

Holland, James G.

Variables in Adaptive Decisions in Individualized Instruction.

Pub Date Mar 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Criterion Referenced Tests, Curriculum Development, Diagnostic Tests, *Individualized Instruction, Individualized Programs, *Instructional Materials

This study attempts to elucidate some quantitative measures to assess the adequacy of adaptive decisions in individualized materials. The primary purpose of the study is to improve the curriculum developer's ability to generate better adaptive materials by improving his judgment of the quality of the diagnostic portions of his material in meeting the objectives of adaptive instruction. Three measures of variables reflecting the rationale of adapting to individual differences are presented. These measures are: (a) ratio of teaching time to total time, (b) predictive validity ratio, and (c) discriminability ratio. The use of these measures are demonstrated with seven widely diverse examples of adaptive programs. Each of the three measures yielded a considerable range of values over the seven programs, but none of the programs proved adequate on all three measures of the necessary conditions for adaptive decisions. Although adapting instruction with prescriptive tests may continue to be widely used, there is not yet an empirical basis for that use. (Author/RC)

ED 110 443

SP 009 435

Task Force on Responsible Decisions about Alcohol. Interim Report Number 2 (A Summary). Education Commission of the States, Denver, Colo.

Pub Date Jun 75

Note—28p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Alcohol Education, Alcoholic Beverages, *Alcoholism, Decision Making, Health Education, *Social Responsibility Identifiers—*Task Force on Responsible Decisions about Alcohol

Interim Report 2 of the Task Force on Responsible Decisions about Alcohol focuses on the issue of responsible decisions in regard to alcohol abuse. In this report, the task force defines responsible decisions as those in which respect for oneself and others are considered, and discusses situational, health, and safety responsibilities. Some situational responsibilities included are (a) providing other social activities as a primary focus when beverage alcohol is served, (b) respecting an individual's decision about alcohol, (c) assuming responsibility for the health and safety of guests, and (d) recognizing that drunkenness is not safe. A few of the health responsibilities outlined include (a) abstaining from use of alcohol for reasons of health, (b) setting a limit on consumption, and (c) recognizing that alcohol is a drug and understanding its effects. Safety responsibilities listed include (a) avoiding the performance of complex tasks while under the influence of alcohol, (b) avoiding riding with a driver under the influence of alcohol, (c) drinking only in relaxed and responsible situations, and (d) drinking in moderation. This report also lists skills for responsible decision-making, and discusses efforts of the task force to help establish social policy that will minimize alcohol abuse and alcoholism. (MK)

ED 110 444 95 SP 009 437

Drummond, William. *And Others*

Performance-Based Teacher Education: A 1975 Commentary. PBTE Series No. 19.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—72p.

Available from—Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036 (6-50 copies, \$0.60 ea., 51-100 copies, \$0.55 ea., 100 or more copies, \$0.50 ea.).

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Decision Making, Educational Programs, Feedback, Governance, *Performance Based Education, *Performance Based Teacher Education, Performance Criteria, Program Evaluation, Research Needs, Staff Improvement, *Teacher Education

The observation of the American Association of Colleges for Teacher Education Committee on Performance Based Teacher Education (PBTE) on the state of the art of PBTE in 1975 are presented in this publication. The Committee states that PBTE may be defined as a process for improving the preparation and development of educational personnel. This process includes the following operations: (a) the basis for decision making about development and implementation is clearly defined, (b) outcomes for students and programs are specifically and operationally defined, (c) program design is congruent with both student and program outcomes, (d) student and program outcomes are evaluated periodically, and (e) operations within the process are revised and/or specifications are changed according to feedback from the evaluations. This report discusses the following three areas in which issues and problems in PBTE have been clearly enunciated: (a) the lack of an adequate knowledge base for designing teacher education programs, (b) the lack of procedures and instrumentation required to evaluate the performance of practitioners, and (c) the lack of sharing in decision making in educational development. The Committee also voices concern in this report over (a) the way in which PBTE is currently being viewed and implemented, (b) competencies, (c) instructional programs, (d) assessment and feedback (e) governance, (f) research, (g) program organization, (h) staff development, (i) initiation of PBTE programs, and (j) narrowness in the application of a performance based approach. (MK)

ED 110 445 95 SP 009 438

Brent, George. *And Others*

Module Cluster: TTP-005.00 (GSC). Applied Behavior Analysis Principles.

Glassboro State Coll., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 75

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, Behavior Change, *Behavior Theories, *Inservice Teacher Education, *Operant Conditioning, *Performance Based Teacher Education, Performance Criteria, Student Behavior

Identifiers—*Learning Modules

This module cluster enables (a) students to operationally define various classroom behaviors; (b) define and utilize behavioral principles; and (c) correctly employ measurement methods which facilitate information gathering, monitoring, and management of academic and/or "problem" classroom behaviors. It contains modules in the following ten areas: (a) operationally defining behavior, (b) defining operant terms, (c) basic operant principles, (d) analysis of behavior in operant terms, (e) operant measurement techniques, (f) specifying the situation in which measurement takes place, (g) measurement of a discrete response, (h) measurement of a continuous behavior, (i) examples of operant studies, and (j) modification of social behavior (or inappropriate behavior). Each module is broken down into (a) objective, (b) prerequisite, (c) pre-assessment, (d) uniform instructional activities, (e) supplementary instructional activities, (f) post-assessment, and (g) remediation. Many of the modules include behavioral examples which have been carefully selected to reflect the kinds of problems teachers frequently report as warranting "modification." (MK)

ED 110 446 95 SP 009 439

Haggood, Marilyn. *Ed.*

Supporting the Learning Teacher: A Source Book for Teacher Centers.

Pub Date 15 Jul 75

Note—302p.

Available from—Agathon Press, Inc., 150 Fifth Avenue, New York, New York 10011 (\$10.00)

Document Not Available from EDRS

Descriptors—Foreign Countries, Inservice Courses, Inservice Programs, Inservice Teacher Education, Interinstitutional Cooperation, *Professional Continuing Education, *Resource Centers, *Teacher Centers, *Teacher Education, *Teacher Workshops

Identifiers—England

This book is a collection of articles which discusses and describes teacher centers in the United States and England. The articles are grouped into ten chapters, each with an introduction by the editor. The first chapter discusses the rationale for the development of teacher centers. The second chapter gives an overview of teacher centers in the United States and England. Chapter three stresses that the thinking and support of the teacher is indispensable to the success of any reform effort in education. Chapter four describes examples of inservice teacher education and teacher workshops. In chapter five the development of British teacher centers under the British Schools Council is discussed. Chapter six discusses the continuing development of British teacher centers. Chapter seven describes the Philadelphia Teacher Center and the Teachers' Active Learning Center in San Francisco. Chapter eight focuses on teacher centers as teaching resources centers. In chapter nine linking teacher centers to teacher training institutions is discussed. Finally, chapter ten discusses the possibilities for teacher centers in the United States. (RC)

ED 110 447 95 SP 009 440

Teacher Evaluation. Bibliographies in Education. No. 52.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date May 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Accountability, *Bibliographies, Effective Teaching, Faculty Evaluation, Performance Based Teacher Education, Teacher Education, *Teacher Evaluation, Teacher Improvement, Teacher Rating, Teacher Responsibility, Teaching Quality

This bibliography lists material published on teacher evaluation since June 1972. It includes listings of (a) 150 books, (b) 209 articles, and (c) 11 theses. A large number of the items in the first listing are in the ERIC system, in which case their ED number is included. Some of the topics covered include (a) performance based teacher education, (b) accountability, (c) effective teaching, and (d) staff development. (RC)

ED 110 448 95 SP 009 441

Olson, Paul A., *Ed.* *And Others*

What is School-Community-Based Teacher Education and Why Should Administrators be Interested in It?

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—48p.

Available from—The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (No price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrator Education, *Educational Coordination, Field Experience Programs, *Inservice Teacher Education, School Community Cooperation, *School Community Programs, School Community Relationship, *Teacher Centers, *Teacher Education

This monograph deals with the subject of school-community-based teacher education, and states that it is designed to broaden the future teacher's clinical experience and is oriented toward involving more concerned and knowledgeable groups in the community power structure. The monograph is written in the form of 18 questions with detailed answers, and some of the topics covered include (a) why such education is necessary and desirable, (b) judicial decisions and Equal Employment Opportunities Commission guidelines, (c) personnel licensing, (d) forms of school-community based teacher education programs and how to develop them, (e) cost of the programs, (f) how to gain support for the programs, (g) how to assess community-school teacher education centers, (h) governance, (i) recruitment and education of teachers and administrators, and (j) staffing of community-school teacher education centers. The catalog of examples discusses models for (a) governance, (b) financing, (c) structure, (d) process, and (e) staffing. The appendix lists the addresses of persons who provided the sample of programs used in this document. (RC)

ED 110 449 95 SP 009 442

Guidelines for Elementary and Secondary Physical Education Programs.

New York State Education Dept., Albany. Div. of Health, Physical Education, and Recreation.

Pub Date Apr 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Elementary Secondary Education, *Physical Education, *Physical Recreation Programs, *Program Descriptions, *Program Guides, Program Planning, State Legislation

This report was prepared by the Division of Physical Education and Recreation to assist in the interpretation and implementation of the Revised Regulations of the Commissioner of Education governing physical education passed by the New York State Board of Regents. Part One of this report presents the new regulations as they were passed by the Board of Regents. Part two presents the different areas which were affected by the new regulations & guidelines to assist in the interpretation and implementation of these regulations. Suggestions and ideas for the planning of physical education programs are also included. The areas covered involve (a) school district plans, (b) curriculum, (c) required instruction, (d) attendance, (e) personnel, (f) facilities, (g) administrative procedures, and (h) a basic code for extra class athletic activities. (MK)

ED 110 450 95 SP 009 443

Guide for Planning K-6 Physical Education Programs.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 75

Note—47p.

Available from—Office of Elementary, Secondary, and Continuing Education Program Planning, State Education Department, Albany, New York 12234 (No price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adapted Physical Education, Curriculum Development, Curriculum Planning, Educational Objectives, *Educational Planning,

*Elementary Education, *Physical Education, Physical Education Facilities, Program Evaluation, *Program Guides, *Program Planning

This program planning guide for physical education in New York State Schools, grades K-6, is based on making the student fully aware of cultural, vocational, and aesthetic opportunities so the student can make constructive life decisions. The stated program goals are (a) mastery of communication and reasoning skills; (b) ability to sustain lifetime learning to adapt to change (c) understanding human relations; (d) competence in developing values; (e) knowledge of the humanities, social sciences, and natural sciences; (f) occupational competence; (g) knowledge of culture, self-renewal, creativity, and recreation; (h) understanding citizenship; (i) knowledge of the environment; and (j) ability to maintain one's mental, physical, and emotional health. The program guide discusses recommended steps for achieving these goals, including (a) planning for curriculum development, (b) developing program goals for physical education, (c) designing the program, (d) assessment, (e) curricular structures, (f) content designs, (g) planning processes, (h) instruction, (i) organization, (j) decision making processes, (k) teaching strategies, (l) special programs for handicapped children, (m) facilities, and (n) evaluation processes. An annotated bibliography is included. (MK)

ED 110 451 SP 009 445

Graham, Peter J. Morris, Alfred F.

Summer Intramurals -- A Programming Challenge.

Pub Date Mar 75

Note--14p.; Paper prepared for the Annual Conference of the National Intramural Association (26th, New Orleans, Louisiana, March 24-27, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors--Athletic Coaches, Athletic Equipment, *Athletics, Awards, *Intramural Athletic Programs, Physical Activities, *Physical Education, Physical Education Facilities, Program Descriptions, Public Relations, Recreational Activities, Scheduling, *Student Participation, *Summer Programs

Identifiers--Amherst, *University of Massachusetts

This paper is designed to assist intramural administrative personnel in the development of summer school programs. The text focuses on the summer school intramural program developed at the University of Massachusetts, Amherst. The topical areas covered include (a) program history, (b) staffing, (c) facilities and equipment, (d) scheduling, (e) team/individual/dual sports offered, (f) modification of sport rules, (g) awards, (h) recreational activities (free play), and (i) publicity. The author states that an evaluation of the Massachusetts program provides evidence demonstrating that even during periods of declining summer school student enrollments, a well designed and administered program can still continue to experience an increase in student participation. The paper concludes with a discussion of how increased participation, coupled with the return of the major portion of program funds to students in the form of wages, can be used to justify increased program financial allocations. (Author/RC)

ED 110 452 SP 009 446

Graham, Peter J.

Title IX: Human Rights in School Sport.

Pub Date Mar 75

Note--26p.; Paper prepared for the Annual Conference of the National Intramural Association (26th, New Orleans, Louisiana, March 24-27, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors--Athletes, Athletic Programs, *Athletics, Civil Rights, Court Litigation, Equal Protection, *Nondiscriminatory Education, *Physical Education, Racial Discrimination, *Sex Discrimination, Womens Athletics

This paper focuses on Title IX, a part of the Federal Education Amendments of 1972, and its effect upon human rights in school sport. The paper is divided into three sections. The first section reviews the purpose of Title IX and the historical developments which led to its establishment. It states that Title IX was enacted to eliminate sexual discrimination in educational

programs and activities, since until recent years few opportunities for women to engage in sport and athletics had been provided by society. The next section deals with the implications of Title IX as it relates to educational institutions. It states that application of Title IX to secondary school sport will take time, continued effort, and patience. The paper mentions that the generalities of the law, the lack of specific guidelines, and the hesitancy of many administrators to respond to the need for change will undoubtedly contribute to its slow implementation. In the final section Title IX is reviewed from a legal basis. An examination of precedent-setting judicial decisions relating to discrimination by sex from a variety of perspectives is presented. In addition, a case is developed to demonstrate existing parallels between decided racial discrimination cases and possible future sexual discrimination cases. (RC)

ED 110 453 SP 009 447

Materials for Use with Local Districts Interested in Developing a Systematic Planning Process. The New England Interstate 505 Project.

New England Program in Teacher Education, Durham, N.H.; Vermont State Dept. of Education, Montpelier. Div. of Planning.

Pub Date Mar 74

Note--25p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors--Educational Administration, Educational Coordination, *Educational Objectives, *Educational Planning, Interagency Cooperation, Planning, *State Departments of Education, Statewide Planning

This guide is one of the results of the New England Interstate Project 505 effort. The materials were useful in Vermont for State Department of Education personnel working with local education agencies and may also be useful in other places. The guide contains materials explaining (a) department planning procedures, (b) department planning process, (c) developing an educational philosophy in local school districts, (d) developing educational goals in local school districts, (e) determination of needs, (f) a plan of action, (g) a plan of action worksheet, (h) developing measurable objectives from educational processes for students, and (i) samples of some plan of action charts. (RC)

ED 110 454 SP 009 448

Pitman, John C.

A Resource Guide; "National and Regional Developments in Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC)."

Rhode Island State Dept. of Education, Providence. Education Information Center.

Spons Agency--New England Program in Teacher Education, Durham, N.H.

Pub Date Feb 74

Note--22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors--*Performance Based Teacher Education, *Performance Criteria, State Departments of Education, *State School District Relationship, State Standards, Statewide Planning, *Teacher Certification, Teacher Evaluation, Teaching Quality

This resource guide on competency based teacher education (CBTE) and competency based certification (CBC) states that the degree of explicitness required in CBTE programs and CBC programs and CBC systems is greater than in traditional programs. A CBTE program must specify (a) what the learner is to do, (b) the degree or level of competency expected, and (c) evaluation procedures. The reasons for CBTE growth are then listed as (a) growing pressure for accountability, (b) increasing focus of political action on fiscal issues, (c) the management organization movement, (d) growing stress on individualization, (e) the desire of state education departments to develop more effective certification and standards, and (f) the continued investment of federal funds in CBC. The report points out that certification standards may be changed because of the change in teacher education programs toward CBTE. A key issue in developing CBC systems, according to this report, is whether certification is controlled by state education departments or local school districts. The report states that the two main issues involved in control

are the establishment of competencies, and the establishment and operation of evaluation criteria and procedures. It is noted that while there have been many alternatives used in establishing competencies, little has occurred in the area of evaluating competencies. The remainder of this guide presents a list of some of the most comprehensive CBTE module series and an annotated list of materials on CBTE-CBC. (MK)

ED 110 455 SP 009 449

Gluckstern, Sieve

A Proposal for Undergraduate Staffing of Alternative Schools.

New England Program in Teacher Education, Durham, N.H.

Pub Date 72

Note--20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors--*Alternative Schools, *Educational Alternatives, Evaluation Methods, *Experimental Schools, Leadership Training, *Open Education, Staff Orientation, Teachers, *Undergraduate Students

This proposal is a plan to involve undergraduate participation in major educational issues which would be constructive for the development of an alternative school program. The summer period is envisioned as the crucial development period for the undergraduates and the design phase for the alternative school. In September, leadership training groups could begin to implement the alternative school by selecting sites, experiences, staff, and students according to criteria exacted and established during the summer. A staff training group will develop a model orientation/staff training program that could be applied to other evolving alternative schools. A possible type of operational structure for the alternative school would be vertical age grouping. This structure has the following four age divisions: (a) members of the program ages five through eight, (b) those individual ages nine through thirteen, (c) those from the age and grade range of the traditional high school, and (d) the leadership training team and other resource personnel. Each family will involve equal or near equal numbers of groups a, b, and c, and at least three participants from group d. Evaluation of the program will consist of personal assessments and a continuing effort to respond to proposals and appraisals with programmatic changes. (RC)

ED 110 456 SP 009 450

Gillette, Robert

The First 18 Months; A Financial Report of the Gresham Chair.

New England Program in Teacher Education, Durham, N.H.

Pub Date 74

Note--29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors--*Awards, *Educational Finance, *Grants, *Program Administration, *Program Budgeting, Program Costs, Program Planning

In April 1972, the New England Program in Teacher Education (NEPTE) announced the granting of a "Chair" for a New England teacher. The Mary Gresham Chair carried with it a grant of \$100,000 to provide the richest possible learning resources for children. The award was made to Robert Gillette, an English teacher from Fairfield, Connecticut. It permitted the elimination of the usual red tape of administrative accounting, and allowed the teacher to make the decisions. This report tells how Mr. Gillette spent the money during the first 18 months. The money was spent on (a) training and support of teachers, (b) special pilot programs for students, (c) outreach and cooperative programs with other communities, and (d) administration of the grant. A few of the special pilot programs for students were a wilderness leadership training program, special instructional programs, an experiential learning program in language, and a paramedic program. Some of the outreach and cooperative programs included a bilingual program, an urban/suburban cultural program, a municipal government project, and a school exchange program. (Detailed explanations and lists of expenditures are included in the report.) (RC)

ED 110 457

SP 009 451

Pitman, John C.

The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education.

New England Program in Teacher Education, Durham, N.H.

Pub Date 12 Dec 74

Note—17p.; Paper presented at the American Association of Colleges for Teacher Education Leadership (Boston, Massachusetts, December 9-12, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Coordination, Inservice Programs, Inservice Teacher Education, *Interinstitutional Cooperation, *Performance Based Teacher Education, *Professional Continuing Education, *Teacher Centers, Teacher Education

The primary purposes of this paper are (a) to describe how the Performance Based Teacher Education (PBTE) Component of the New England Program in Teacher Education (NEPTE) and Rhode Island Teacher Center (RITC) are currently operating, and (b) to project how the NEPTE and RITC delivery systems might be further utilized to diffuse PBTE. Both NEPTE and RITC represent delivery systems for the diffusion of educational practices, products, and services within a state or region. NEPTE has available considerable information on the "state of PBTE" and a growing list of material and personnel resources that could be used by persons or institutions interested in developing PBTE and Performance Based Teacher Centers (PBTC) at the state or institutional level. During the past two years, the PBTE Component of RITC has focused on the following three basic objectives: (a) the support of PBTE programs at Rhode Island College and the University of Rhode Island, (b) the support of state-level groups charged with the development of PBTE/C guidelines for Rhode Island, and (c) the development of a PBTE/C information center to be operated through the Educational Information Center of RITC. The components in the NEPTE and RITC delivery systems may now be used to diffuse PBTE through the steps and stages of the diffusion models that are presently operational in these agencies. (A design for diffusing PBTE through NEPTE and RITC delivery systems is included.) (RC)

ED 110 458

SP 009 453

DeTurk, Philip Mackin, Robert

Alternative School Development: A Guide for Practitioners.

New England Program in Teacher Education, Durham, N.H.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Alternative Schools, *Educational Alternatives, Educational Innovation, Educational Planning, Educational Strategies, *Experimental Schools, *School Organization, *School Planning

There is a tendency to simply view alternative schools as against tests, grades, bells, seats in rows, and dress regulations. This obscures the need for alternative schools to have stable organizational structures if they are to play an important role in education. There are five stages in the development of an alternative school. They include (a) determining the appropriateness of an alternative school in the particular school system; (b) school board commitment to a formal planning process; (c) description of objectives, characteristics, and resources of the school; (d) operationalization of the school; and (e) continued self-evaluation. Of these stages, the most difficult to achieve is proper planning and operation of the alternative school. This can be aided by examining the issues that require consideration in the planning and operation of a school. First are goals, objectives, and unique characteristics. Second are internal concerns such as curriculum, structure, teachers, and students. Third are external factors such as financing, community relations, and public image. Each of these issues should incorporate evaluation, communication, and decision making. This kind of coordination and structure can make the alternative school, not only a well-organized, on-going process, but can lead to wider use of the alternative school in the education process. (MK)

ED 110 459

SP 009 454

Goddu, Roland

Evaluation in a Management by Objectives System.

New England Program in Teacher Education, Durham, N.H.

Pub Date 15 Apr 75

Note—14p.; For related document, see SP 009 457

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Accountability, *Evaluation, Evaluation Needs, *Management by Objectives, *Management Systems, Objectives, Performance, *Program Evaluation, Summative Evaluation

Management and supervision in a management by objectives system do not focus on the quality or efficiency of a list of activities. Rather, the manager and supervisor validate progress in reaching agreed outcomes. The implementation of a management and supervision by results approach requires (a) agreement on a statement of mission; (b) agreement on lists of resources, rules-regulations-norms, organization patterns, and operatives; (c) agreement on programs; (d) development of a summary chart of actual status of the organization; (e) development of expectations and standards for the project; (f) negotiation between the project director and his/her superior and the Office of Education for resources, rules, norms, regulation changes, organization pattern, operatives and assignments, programs, and other approvals needed to implement agreed-upon programs and objectives; and (g) reports by project director on the results of the activities of team leaders, support personnel, and other operatives. This process can be implemented in many management or supervision styles, but it requires that outcomes be examined and not individual activities. (Several charts and forms are included.) (RC)

ED 110 460

SP 009 455

Goddu, Roland

Dissemination Capacity Building in an SDE. [State Department of Education].

New England Program in Teacher Education, Durham, N.H.

Pub Date Feb 75

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Information Dissemination, *Information Networks, *Information Services, *Information Systems, *State Departments of Education

Capacity building for dissemination in a State requires the development of a completely responsive linkage system. The State Department of Education (SDE) capacity building effort should focus on people delivering kinds of service, not kinds of information. The service will depend on ready and immediate access to information, but the humanizing and non-judgemental character of person connectors is made visible through carefully defined service functions delivered by operatives. Capacity building for dissemination requires the following three types of capacity building: (a) more operatives, (b) more systematic information sources, and (c) more information access and utilization mechanisms. The operatives would thus deliver (a) help in thinking out problems, (b) access to the state of the art in education development, and (c) access to selection of mechanisms for access. (RC)

ED 110 461

SP 009 457

Goddu, Roland And Others

An Introductory Workbook to Management by Objectives for Department of Education Personnel. A Product of Interstate 505.

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—37p.; For related document, see SP 009 454

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, Management by Objectives, *Management Systems, *Objectives, Performance, *Role Perception, *State Departments of Education

This workbook is designed to provide the professional educator with an insight and some practical understanding of the management by objectives (MBO) process. It contains four sec-

tions, the first of which is an introduction. The next section gives an overview of MBO. It states that MBO is a process whereby two persons in an organization (a) identify goals, (b) define major areas of responsibility for an individual in terms of results expected from him/her, and (c) use achievement of results as guides for operating the organization and assessing the contribution of each of its members to the organization's mission and objectives. This section also describes the 10 step sequential flow of the MBO process which includes (a) defining roles and missions, (b) forecasting, (c) setting objectives, (d) programming, (e) scheduling, (f) budgeting, (g) establishing standards, (h) measuring performance, (i) taking corrective action, and (j) achieving objectives. The third section tells how to develop objectives and contains worksheets for the reader to complete. The last section, "Using Objectives to Manage Activity," also contains worksheets and charts. Appendixes are attached which include (a) action words for behavioral objectives, (b) common terms used in MBO, and (c) a bibliography and readings. (RC)

TM

ED 110 462

TM 004 696

Wilson, Victor L.

A Two-Factor ANOVA Model for Time-Series Experiments.

Pub Date [Apr 75]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Analysis of Variance, *Classification, Correlation, Intervention, *Mathematical Models, Models, Observation, *Research Methodology, Statistical Analysis, Test Results, Time

A theoretical model is developed for analysis of intervention effects in multiple autocorrelated time-series which may be classified or blocked two ways. The intervention effect is estimated independently for each series. The estimates are then entered as observations in two-factor analysis of variance with one observation per cell, utilizing a pooled variance error estimate for the mean square error. The model was tested empirically through the use of Monte Carlo techniques, and results are presented in tabular form for Type I and Type II error levels. An example is presented with data taken from a Kansas City Police study utilizing the two-factor layout. (Author)

ED 110 463

TM 004 703

Padia, William L.

Model Identification in Time-Series Analysis: Some Empirical Results.

Pub Date [Apr 75]

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation Methods, Identification, Item Analysis, *Mathematical Models, Observation, Research Design, *Research Methodology, Research Problems, Statistics, Test Construction, *Test Results, *Time

Model identification of time-series data is essential to valid statistical tests of intervention effects. Model identification is, at best, inexact in the social and behavioral sciences where one is often confronted with small numbers of observations. These problems are discussed, and the results of independent identifications of 130 social and behavioral time-series by two judges are presented. The majority (75 percent) of the series were represented by one of four basic models: "white noise" (i.e., independent observations); first-order autoregressive; first-order moving averages model in the first difference; and "white noise" in the first difference. (Author)

ED 110 464

95

TM 004 724

Klausmeier, Herbert J. And Others

First Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle", "Cutting

Tool and "Noun" by Children 5 to 16 of City A. Report from the Program on Children's Learning and Development. Technical Report No. 287.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCL-TR-287

Pub Date Feb 74

Contract—NE-C-00-3-0065

Note—70p.; For related documents, see ED 103 481-485

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Abstraction Levels, Child Development, *Cognitive Development, *Cognitive Measurement, *Concept Formation, Conceptual Schemes, *Cross Sectional Studies, Elementary Secondary Education, *Fundamental Concepts, Hypothesis Testing, Knowledge Level, Language Learning Levels, Models, Prediction, Tests

Identifiers—Cutting Tool, Equilateral Triangle, *Model of Conceptual Learning and Development, Noun

Theory and research regarding four levels of concept attainment and three uses of concepts as specified by the conceptual learning and development (CLD) model are described. Assessment batteries were developed to assess each child's level of concept attainment and also the related use of the concepts equilateral triangle, cutting tool, and noun. Each of the three batteries was designed as a paper-and-pencil task and administered to from 60 to 100 children enrolled in each of four grades: kindergarten, third, sixth, and ninth. The three populations receiving the three batteries were not independent; more than 80 percent of the children received all three batteries. Predictions based on the model about children's conceptual development were strongly supported across all three concepts: (1) The three concepts were attained in an invariant sequence according to four successive levels: concrete, identity, classificatory, and formal. (2) As the concepts were attained to higher levels they were used increasingly (a) in cognizing supraordinate-subordinate relationships in a hierarchy where the attained concept was an element of the hierarchy; (b) in understanding principles that stated a relationship between the attained concept and one or more other concepts; and (c) in solving problems that required the use of the particular concept. (3) Having the labels of the concept and of its defining attributes facilitated attainment of the concept, and mastery of the three uses of the concept. (Author)

ED 110 465 95 TM 004 732

Rooney, T. Jerome

Needs Assessment Model: East Stroudsburg.

East Stroudsburg State Coll., Pa. Educational Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Involvement, Coordinators, Data Collection, Decision Making, *Educational Assessment, Educational Development, *Educational Needs, Educational Objectives, Educational Planning, Evaluation Methods, *Guidelines, *Models, *Program Development, Program Evaluation, Questionnaires, Standards, Student Needs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Needs Assessment

The concept of needs and educational assessment is a blending of community participation and evaluation. There are four primary steps in this concept: goal definition, program assessment, needs identification, and decision making. This document offers a guideline model aimed at a simple, economical method of needs and educational assessment. It offers an orderly system of planning and development in helping to develop proposed methods of assessment as well as a suggested format for each concept. Sample plans, reports, and ranking methods for data collection are included in the appendixes. (Author/DEP)

ED 110 466 95 TM 004 736

Molina, Huberto

Built-In Assessment Instruments in an Instructional Program Designed for Spanish-Speaking Children.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 75]

Contract—NE-C-00-3-0064

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingual Students, Educational Objectives, Elementary Education, Elementary School Students, *English (Second Language), Instructional Materials, *Instructional Programs, Language Skills, Program Evaluation, *Second Language Learning, *Spanish Speaking, *Student Evaluation

Instructional materials and procedures to be used by Spanish-speaking children learning English call for assessment strategies not normally employed. Assessment scores aid in the selection of students, in student placement, in identifying children in need of remediation, and in assessing student performance at the end of the program. Assessment scores, along with attendance records, are useful in evaluating program effectiveness and in conducting followup studies which evaluate student progress beyond the program. Assessment strategies and procedures are described which have been incorporated into SWRL's English Language and Concepts Program for Spanish-Speaking Children (LCS), a program proven to be robust at a high level of effectiveness. (Author)

ED 110 467 95 TM 004 737

Nassif, Paula M.

Systematic, Cooperative Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—21p.; Paper presented at the New England Educational Research Organization Conference (Provincetown, Massachusetts, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Evaluation, Elementary Secondary Education, *Evaluation Methods, *Mathematics Curriculum, Mathematics Instruction, Measurement Techniques, *Program Evaluation, *Success Factors

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Evaluation procedures based on a systematic evaluation methodology, decision-making validity, new measurement and design techniques, low cost, and a high level of cooperation on the part of the school staff were used in the assessment of a public school mathematics program for grades 3-8. The mathematics curriculum was organized into Spirals which approximated grade levels but allowed students to pass from one Spiral to another within grades. The evaluation staff consisted of members from the school program: the superintendent, the budget analyst, and the mathematics supervisor; members from the funding organization: the director of the Regional Education Council and the evaluation coordinator; and the evaluators: the program evaluator and the evaluation consultant. Evaluation success was attributed to the insurances for preserving decision-maker validity, the cooperation from the school system, and the enhanced data interpretations due to matrix sampling techniques. (Author/BJG)

ED 110 468 TM 004 739

Hill, Richard K.

Minimizing Context Effect When Using Multiple Matrix Sampling.

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bias, *Item Sampling, Matrices, Standardized Tests, *Statistical Analysis, *Testing, Testing Problems

Identifiers—*Multiple Matrix Sampling

This study is an a priori demonstration of the applicability of multiple matrix sampling techniques to the practical research problem of parameter estimation. Three tests were administered to two separate but parallel populations, with one receiving item samples and the other receiving full tests. Special efforts were made to minimize the context effect due to sampling procedures. Parameters estimated from matrix sampling statistics closely matched those estimated from full test results, indicating little context effect bias due to the sampling procedures. (Author)

ED 110 469 TM 004 740

Hsia, Jaylin

Assessing Young Children.

Pub Date May 75

Note—22p.; Speech given before the State-wide In-Service Meeting in Early Childhood Education (Minnesota, May 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Development, Children, Cognitive Development, Diagnostic Tests, Interpersonal Competence, *Learning Readiness, Preschool Education, Primary Education, *Readiness, *School Readiness Tests, *Student Evaluation

Identifiers—CIRCUS Assessment Measures, Lets Look at Children

Assessing readiness among young children today implies undertaking a broad range of observations and activities in an atmosphere where children can feel comfortable and interested. Until recently, readiness meant readiness for reading. A mental age of six and a half was accepted as the prerequisite for beginning reading instruction. There has been, of late, considerable criticism of the notion of a single, global, group administered instrument to classify children as "ready" or "not ready." Such premature labeling may result in exclusion from opportunities essential for a child's full development. Assessment in an educational setting may serve three functions: for selection, for pupil guidance, and for planning and evaluating instruction. Some systems of assessment are based on a medical model of educational planning by using diagnostic measures and prescribing instructional treatments for individual needs. Two such systems have been developed by Educational Testing Service for assessing young children: Let's Look at Children and CIRCUS. Let's Look at Children describes a series of techniques based on a Piagetian theory of cognitive development. CIRCUS is a comprehensive array of 17 measures for assessing social competency in young children. Both systems stress a sequence relevant rather than a chronological age or normative approach to child development. (Author/BJG)

ED 110 470 88 TM 004 741

Martin, Cecil

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Instrument to Evaluate Standards I and II of the Minimum Standards for Ohio Elementary Schools: Statutory Requirements Organization and Administration.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 74

Note—21p.; For related documents, see TM 004 742, 743, 744 and 745

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Evaluation, Elementary Education, *Elementary Schools, Parent Attitudes, *Questionnaires, *School Administration, School Law, *School Organization, *State Standards, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio, *Project PRIMES

The Project PRIMES (Progress Research in Meeting Elementary Standards) System examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument is divided into the following five sections: (1) Policies and Procedures, (2) School Records and Reports, (3) Instruction, (4) Statements of Philosophy and Objectives, and (5) Statutory Requirements. Respondents in-

dicating the degree to which a stated condition exists in the schools and to what degree they think that condition should exist. Also included are a teacher questionnaire and a parent reaction form. (RC)

ED 110 471 88 TM 004 742

Fourman, Louis Cook, Gary

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III School/Community Relations Evaluation Instrument.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—17p.; For related documents, see TM 004 741, 743, 744 and 745

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Community Surveys, Curriculum Evaluation, Elementary Education, *Elementary Schools, Parent Attitudes, *Questionnaires, *School Community Relationship, School Personnel, *State Standards

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio, *Project PRIMES

The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. In order to provide an in-depth look at the strengths and weaknesses of School/Community Relations Programs, this instrument solicits information from school staff (principal, teachers, aides, clerical, custodial), parents, and the community. (RC)

ED 110 472 88 TM 004 743

Martin, Cecil Cook, Gary

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Creative Arts and Physical Education Evaluation Instrument.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—16p.; For related documents, see TM 004 741, 742, 744 and 745

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Creative Activities, Curriculum Evaluation, Elementary Education, *Elementary Schools, *Physical Education, Principals, *Questionnaires, *State Standards, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio, *Project PRIMES

The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument is divided into four sections: (1) teacher strengths and weaknesses, (2) principal's strengths and weaknesses, (3) instructional components, and (4) evaluation. Questions concern the curriculum areas of art, music, drama, physical education, dance, and the applied arts. (RC)

ED 110 473 88 TM 004 744

Martin, Cecil

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Social Studies Evaluation Instrument.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—12p.; For related documents, see TM 004 741, 742, 743 and 745

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Evaluation, Elementary Education, *Elementary Schools, Principals, *Questionnaires, *Social Studies, *State Standards, Teacher Background

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio, *Project PRIMES

The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument is divided into five sections: (1) teacher strengths and weaknesses, (2) principal's strengths and weaknesses, (3) Instructional Components, (4) facilities, and (5) Citizenship. Questions pertain to elementary school social studies curriculum and instruction. (RC)

ED 110 474 88 TM 004 745

Brierley, Miriam Conard, Susan M.

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Language Arts Evaluation.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—21p.; For related documents, see TM 004 741, 742, 743 and 744

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Evaluation, Elementary Education, *Elementary Schools, *Language Arts, Parent Attitudes, Principals, *Questionnaires, Reading Instruction, *State Standards, Student Evaluation, Teacher Attitudes, Testing

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio, *Project PRIMES

The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument includes sections on the use of test results, pupil evaluation, teacher profile, administrator strengths and weaknesses, instructional equipment and materials, areas of instructional emphasis, program components, factors enhancing the optional reading program, and a parent opinionnaire. Questions pertain to elementary language arts programs. (RC)

ED 110 475 95 TM 004 746

Colwell, David And Others

Development and Validation of an Instrument for Measuring Attitudes of Primary Students in a Large Urban School System.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—75-9

Bureau No.—BR-3-2784

Pub Date Mar 75

Contract—NE-G-00-3-0063

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Answer Sheets, *Attitude Tests, Educational Attitudes, Elementary Education, *Elementary School Students, *Predictive Validity, Rating Scales, Self Concept, Statistical Analysis, Student Attitudes, Student Behavior, Student Evaluation, Test Construction, Testing, Test Reliability, *Test Validity, Urban Schools, Video Tape Recordings

The controversy on the importance of children's attitudes toward their educational experiences has focused on two major questions: First, are attitudes an appropriate concern for educational systems; and second, are attitudes important as correlates of critical educational behaviors or simply as ends in themselves? This study attempted to add some insight into this education/attitude dilemma by: Developing an instrument and administration technique for primary grade pupils to operationalize dimensions of education related attitudes; and (2) Investigating relationships between this measure and behaviors which are visible components of the educational environment. With respect to the first objective of the study a 24-item instrument, showing relatively high internal consistency, was developed. It was administered to a representative sample of pupils in grades 1-4, in Seattle Public Schools. The instrument was found to contain three factors that accounted for 36 percent of the com-

mon variance. Further, an administration procedure was developed which was usable for groups of children in the early primary grades. The administration procedure consisted of (1) a standardized video-taped administration, and (2) a response mechanism with a four choice Likert-type scale which elicited adequate scale variance down to the first grade level. The instrument failed to correlate highly with any of the validation criteria. The conclusion reached was that self-reported attitudes of primary children have little impact on other educational behaviors, specifically academic achievement. (Author/BJG)

ED 110 476 TM 004 747

Finch, John M.

Abstract: Fall, 1974, South Carolina Statewide Testing Program, Volume 1, Number 15.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Feb 75

Note—23p.; Tables will reproduce poorly due to small type

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Achievement Tests, *Aptitude Tests, Basic Skills, Comparative Testing, Elementary Secondary Education, Intelligence Quotient, *State Programs, Tables (Data), Testing, *Testing Programs, *Test Results

Identifiers—*South Carolina

The Fall, 1974 South Carolina Statewide Testing Program was administered to nearly all of South Carolina's fourth and seventh grade students and a sample of ninth and eleventh grade students participated in the testing program. There were 49,068 fourth graders, about 98 percent, and 53,662 seventh graders, about 99 percent, tested. A representative sample of the State's ninth and eleventh grade students, approximately 11 percent, were tested. The results provide a picture of the performance of fourth and seventh grade public school students in the State. Additionally, the sample of ninth and eleventh grade public school students allows their test scores to be generalized to the ninth and eleventh grade public school students in South Carolina. The Comprehensive Tests of Basic Skills (CTBS), Form S, were employed to measure student's knowledge in the areas of reading, language, mathematics, reference skills, science, and social studies. The CTBS has been standardized on the basis of a sample of approximately 150,000 students drawn from across the nation. South Carolina student CTBS scores were compared to the national medians. The comparisons showed that South Carolina's fourth, seventh, ninth, and eleventh grade students consistently scored lower than the national median. (Author/BJG)

ED 110 477 TM 004 750

Wexler, Norman

Concurrent Validity of the National Teacher Examinations.

Pub Date Mar 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Correlation, *Grade Point Average, Higher Education, Seniors, *Teacher Education, Test Results, *Tests, *Test Validity

Identifiers—*National Teacher Examinations, NTE

To investigate the concurrent validity of the National Teacher Examinations, test scores of over 31,000 candidates were correlated with self-reported Grade Point Averages (GPAs). The overall correlation between the Weighted Common Examination Total (WCET) and GPA was .37. Validity indices for the Area Examinations ranged from .08 to .50 with a median of .33. Using 18 selected institutions, the correlation of their mean WCET scores within five GPA levels and GPA level was .70. The latter result suggests overall correlations behave more like lower bound estimates. The WCET and most Area Examinations were concluded to have at least moderate concurrent validity. (Author)

ED 110 478 TM 004 751

Hecht, Alfred R.

A Semantic Differential for Evaluating Conference Role Performance of Educational Administrators.

Pub Date Apr 75

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975).

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Evaluation, *Administrator Role, *Conferences, Factor Analysis, *Performance, Rating Scales, *Semantic Differential, Test Reliability, Test Validity
Identifiers—*Conference Role Semantic Differential

A Conference Role Semantic Differential was developed and field-tested as a brief, diagnostic measure of conference role performance of administrators. Principal components analysis of 52 staff member's evaluations of three institutional researchers yielded one task and three interpersonal skill factors which demonstrated the construct validity of the instrument. Cronbach's Alpha yielded in internal consistency reliability coefficient of .86 for the instrument. Veldman's "relate" procedure indicated substantial stability of factors over one year. After revisions suggested by these analyses, this semantic differential instrument should be helpful in administrator development, contract specification or renewal and salary determination at all levels of education. (Author)

ED 110 479 TM 004 752
Boutwell, Richard C.

Differential Imagery Ratings Using Nouns, QMI, Prose and Induced Encoding Strategy.

Pub Date [74]

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, College Students, Comparative Analysis, Correlation, *Imagery, Individual Differences, *Methods Research, Prose, *Rating Scales, Self Evaluation

Three known methodological approaches were investigated as to their within-test correlative support in the measurement of a phenomena called imagery. Based on these methodologies, repeated dichotomization of subjects into high and low visualizers was significantly consistent. Moreover, self-reported ratings of imagery vividness of prose were significantly correlated to posttest performance. The prose posttest scores for this induced encoding treatment were superior to the placebo. Theoretical questions dealing with Aptitude by Treatment Interaction (ATI) and mental elaboration, i.e., imagery, as an individualized encoding strategy were discussed. (Author/BJG)

ED 110 480 TM 004 753
Evers, John W.

An Investigation of Goal-Free and Goal-Based Evaluation Strategies through Project Director and Evaluator Ratings.

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Comparative Analysis, *Evaluation, *Evaluation Methods, Evaluation Needs, Objectives, Performance, Professional Personnel

Identifiers—Goal Based Evaluation, *Goal Free Evaluation

Both goal-free and goal-based methodologies were operationalized. Subjects for the study were nominated by leaders in the evaluation field. Subjects were randomly selected and assigned to treatments. Sites were randomly assigned to either methodology. Reports generated from each were sent to project directors to be rated on criteria found in the evaluation literature. Results test two differences inferred from the goal-free literature and generate hypotheses for further research on evaluation. (Author)

ED 110 481 TM 004 754
Hecht, Kathryn A.

Overview of Problems Involved in Validating Professional Licensing and Certification Examinations.

Pub Date [Apr 74]

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 16-18, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Certification, *Nurses, Performance Tests, Predictive Validity, Professional Occupations, Selection, State Licensing Boards, Testing, Testing Problems, *Test Validity

A large amount of professional interest has been focused upon the ambiguities and problems involved in the conduct of professional licensing and certification through examinations. What seems to be a simple problem on the surface, that being the policing of professionals for competence and the practice of conducting this policing so that it offers equal fairness to all, turns out to be a very complex problem involving unresolved conceptual, legal, and methodological issues particularly with examination validity. There are four main areas of concern: (1) criticism of testing, (2) the growing number of jobs requiring licensing, (3) discriminatory practices in hiring and occupations access, and (4) validity of certification through testing. The example used is the field of nursing. (Author/DEP)

ED 110 482 TM 004 755
Yager, Geoffrey G. And Others

Differential Covert Conditioning: A Replication of a Study by Epstein and Peterson.

Pub Date [Apr 75]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Analysis of Variance, Behavior Change, College Students, *Conditioning, *Covert Response, Cues, *Imagery, Operant Conditioning, *Reinforcement, Response Style (Tests)

Twenty-two subjects were asked to generate fifty numbers from 0 to 100 at ten second intervals. These subjects were then taught to imagine a pleasant scene or an aversive scene on cue from the experimenter. After practice imagining these scenes, subjects were again requested to give fifty numbers between 0 and 100. Group I was cued to imagine the pleasant scene following responses ending in 1 to 3 and the aversive scene for numbers ending in 7 to 9. Consequences were reversed for Group II. The frequencies of response under differential covert conditioning did not replicate the findings of the original study by Epstein and Peterson. Since no significant changes in rates of response for the target categories occurred, the discussion questioned the theoretical basis of covert conditioning. (Author)

ED 110 483 TM 004 756
Newman, Isadore And Others

Matching Factors of Vocational Interests by Grade, Sex, and Race.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Caucasians, Factor Analysis, *Factor Structure, Females, Grade 8, Grade 9, Interest Research, Junior High Schools, *Junior High School Students, Males, Negroes, *Racial Differences, *Sex Differences, *Vocational Interests

Identifiers—*Ohio Vocational Interest Survey

Vocational interests among eighth and ninth grade students were examined and factor structures by grade, sex, and race were compared. The Ohio Vocational Interest Survey (OVIS) was the only inventory given. Results indicate that: (1) eighth and ninth grade students have similar interest patterns, (2) black and white eighth and ninth grade students have similar interest patterns, and (3) male and female eighth and ninth grade students have similar interest patterns except for on the artistic dimension. Possible implications of this study are that similar interests for both eighth and ninth graders may be indicative of a more stable interest pattern among junior high school students than many theorists have assumed, that OVIS can be used effectively to measure similar interests of both blacks and white students, and that OVIS, since it is not a sex-restrictive instrument, can be a useful test with both men and women. (BJG)

ED 110 484 TM 004 757
Nadeau, Gilles, G.

Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind.

Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Effective Teaching, Statistical Analysis, Student Evaluation, *Teacher Evaluation, *Teacher Rating, *Test Validity, *Validity

Four statements formulated after an extensive literature review on student ratings of instruction are proposed: (1) we must remember the basic definition of validity, (2) we must clarify what it is that a particular teacher is trying to do or proposes to do in a given classroom, (3) we must be clear about defining what we want to obtain from student ratings, and (4) we must make a greater effort to measure student performance as a result of or in spite of what the teacher intended to do and what actually was done. A taxonomy of kinds of validity is presented. The identification of validity for a particular purpose, situation, and group is discussed. The need for a more sophisticated analysis of student rating data, utilizing more recent statistical tools such as discriminant analysis and multivariate procedures, is pointed out. (Author/BJG)

ED 110 485 TM 004 758
Lee, Ann M. Holley, Freda M.

An Ideal Evaluation Design in a Public School Setting: Or Where are You Campbell and Stanley Now That We Need You?

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, Elementary Secondary Education, Evaluation Methods, *Federal Programs, Hypothesis Testing, *Program Design, *Program Development, *Program Evaluation, Reading Improvement, Research Problems, School Districts, Teacher Aides

The first author set out to design and secure funding for an hypothesis-based program in a public school setting. The natural history of what happened to that study as it proceeded from design, to funding, to actual implementation, to final reporting serves as the case history of two idealistic evaluators' wildest nightmares. (Author)

ED 110 486 TM 004 759
Loveridge, Robert L. And Others

The Evolution of the Role of a Formative Evaluator in an R & D Setting.

Pub Date [Apr 75]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bias, Educational Development, Educational Research, Evaluation Methods, *Formative Evaluation, *Professional Personnel, *Program Development, Program Evaluation, *Staff Role

The role of the evaluator in a Research & Development (R & D) setting, particularly as seen in relationship to that of the product developer, is often viewed as adversarial, rather than complementary. A case study approach has been employed in an attempt to define how the role as seen in the latter sense can best be implemented. Both failures and successes in R & D procedures provide inputs to the formulation of a well defined and viable evaluation role. (Author/DEP)

ED 110 487 TM 004 760
Villano, Maurice W. Joseph, John

Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables.

Pub Date [May 75]

Note—16p.; Paper presented at the Spring Conference of the New England Educational Research Organization (Provincetown, Massachusetts, May 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Environment, College Students, *College Teachers, *Correlation,

Course Evaluation, Factor Analysis, Higher Education, Multiple Regression Analysis, *Predictor Variables, Rating Scales, Student Evaluation, *Teacher Attitudes, Teacher Evaluation, *Teacher Rating

This investigation studied the effect of teaching satisfaction and related classroom environmental variables on student evaluations of instruction where the assigned instructor and course subject were held constant over two successive academic terms at a branch campus of a major state university. Scores on two dimensions of teaching, Instructor and Course, were derived from factor analysis of the class means of a 10-item student rating device administered to 1,785 subjects. Teacher satisfaction and related classroom data were obtained from a self-reporting instrument on 51 classes that were matched across terms for instructor and subject. The two factor score ratings and the 14-item self-reports of the instructors were treated as dependent and independent variables, respectively, in multiple regression analyses conducted for each term. Coefficients of factor congruence, across terms, were .93 for Instructor and .78 for Course. There were no statistically-significant mean differences between terms for the student rating or self-report scales. There were seven common satisfaction and classroom variables that best predicted the dominant Instructor evaluation, differing only slightly each term in the order they entered the step-wise regression equation. The multiple correlations (R) for the two terms were .63 and .64 accounting for 40-percent of the criterion variance. (Author)

ED 110 488 TM 004 761

Emmerich, Walter

Structure and Change in the Behavior of Economically Disadvantaged Preschool Children.

Pub Date [Apr 75]

Note—9p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Change, Child Development, Classroom Observation Techniques, Disadvantaged Youth, *Economic Disadvantage, *Individual Differences, *Interpersonal Competence, Measurement Techniques, Nursery Schools, Play, *Preschool Children, Preschool Education, Social Relations, Test Validity, Urban Areas

Identifiers—Configurational Approach

A study of economically disadvantaged children in free play nursery contexts provided further evidence for the cross-cultural applicability of Schaefer's three-dimensional scheme in assessing classroom competencies. Several implications of the configurational approach are a new way of thinking about competence measurement, its differentiated manifestations in varied settings, and its development. The idea of multiple gradients of change provides a sharpened conceptualization and methodology for dealing systematically with the development of personal-social competencies through time. The application of this framework to a variety of life contexts may result in the discovery of interesting interactions between personal dispositions and situations which help clarify the individuality of patterns of competence. (Author/BJG)

ED 110 489 TM 004 762

Carrier, Don

An Empirically Developed Model for Evaluating the Central Office Operations of a School System.

Note—5p.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Decision Making, Efficiency, *Evaluation, Formative Evaluation, *Models, *Office Management, *Operations Research, *School Services, Summative Evaluation

This model provides a structure for uniformly evaluating all operations of a school central office, where the assumption that those offices exist to provide services is tenable. The model provides a means for assessing the importance as well as the efficiency with which the tasks of central office operations are carried out. Formative data is generated which will assist in central operations planning. A summative score, which

reflects a sensitivity to both importance and task achievement of a section, is generated. The model, compatible with Management By Objective theory, has been piloted and is being field-tested for further development. (Author)

ED 110 490 TM 004 763

Brandenburg, Dale C.

The General Concept of Validity Applied to Student Ratings: Or, Please, General Custer, What Are We Doing Here?

Pub Date [Apr 75]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Effective Teaching, Higher Education, Instructional Improvement, Student Attitudes, Student Evaluation, *Teacher Evaluation, *Teacher Rating, *Test Validity, Validity

The validity of student ratings of instructors and instruction is discussed. The use of student ratings of teachers is increasing, especially in the areas of rank, pay, and retention decisions. Although the author feels that student input is a valid source of information, the type of data that is being collected is based solely on empirical data. The results of this data may also be affected by expected grades, rank of instructor, peer ratings, or required courses as opposed to electives. What is being measured by this type of data must be assessed so that we have a more complete evaluation of teachers and/or students. (DEP)

ED 110 491 TM 004 764

Zepeda, Richard A. Krueck, Thomas G.

Evaluation of Career Education in Dallas.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date [Apr 75]

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Data Analysis, Data Collection, Elementary Schools, *Evaluation Methods, Information Dissemination, Junior High Schools, Measurement Techniques, *Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, School Districts, Senior High Schools, Student Attitudes, Student Evaluation, Testing

Identifiers—*Dallas Independent School District

The concept of career education in the Dallas Independent School District maintains that each student should have the option of preparing for a meaningful, fulfilling career while enrolled in school. Career education programs are divided by grade level and stress career awareness (3-7), career exploration (7-9), and career preparation (10-12). Evaluation of these programs provided project personnel with useful information pertinent to operation and the viability of each program as viewed by all segments of the community. Information concerning data collection, analysis, and distribution should provide practitioners with a useful taxonomy of needs in the evaluation of similar career education programs. (Author)

ED 110 492 TM 004 765

Williams, David V. And Others

Memory vs. Inference: A Preliminary Study of Process-Referenced Test Items.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date [Apr 75]

Note—6p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For a related document, see TM 004 771

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, College Students, Comparative Analysis, *Memory, *Multiple Choice Tests, Recall (Psychological), *Response Style (Tests), Test Construction, Testing

Seven undergraduate volunteers studied a written passage on Atomic Structure and then, while answering a set of 24 multiple-choice items, talked aloud about the strategies they were using

for option selection. The tape recordings of their verbal responses were analyzed for latency, memory references, and inference references. The items testing knowledge required a shorter time to answer, and the verbal reports contained more words and phrases associated with memory processes, fewer associated with inference, than did those for the items testing higher-order skills. The results suggest the usefulness of a more complex definition of item difficulty. (Author)

ED 110 493 TM 004 766

Strassberg-Rosenberg, Barbara Donlon, Thomas F.

Content Influences on Sex Differences in Performance on Aptitude Tests.

Pub Date [Apr 75]

Note—45p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Aptitude, *College Admission, Comparative Analysis, *Item Analysis, Mathematics, Senior High Schools, Sex (Characteristics), Sex Differences, *Sex Discrimination, *Standardized Tests, *Test Bias, Testing Problems, Tests, Verbal Tests

Identifiers—*Scholastic Aptitude Test

The purpose of the present study is to examine the April, 1974 Scholastic Aptitude Test (SAT) for item-content bias between the sexes. By so doing, this study forms a logical extension of the work of Coffman (1961) on the '54 SAT, and Donlon (1973) on the '64 SAT. A study of item-sex bias was conducted using the method of delta-plots (Angoff, 1972, Angoff & Stern, 1972). Those items demonstrated to have different "psychological meaning" were then investigated for patterns of content bias by referencing to the test assembler's classifications. In addition, the test was inspected using the criteria established by Tittle, et. al. (1974) and Lockheed-Katz (1973) for determining sex bias. The results of the two methods of analysis were compared. (Author)

ED 110 494 TM 004 767

Phillips, Donald L. And Others

Stability of Nominal Categories Over Readers, Over Time.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date [Mar 75]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Analysis of Variance, Elementary Secondary Education, *Essay Tests, *Reliability, *Scoring, Test Bias, *Testing Problems, Test Results, Time

The consistency across time and readers of the scoring of National Assessment of Educational Progress (NAEP) open-ended exercises was examined. The procedure studied is a nominal categorical scoring. Ten readers independently read 28 sample responses to each of 12 open-ended exercises at three different times. All ten readers agreed on their assignment on about 75 percent of the sample responses. About 89 percent of the time a reader agreed on the category assignment from one reading to another. (Author)

ED 110 495 TM 004 768

Pandey, Tej N.

Estimating the Standard Error of the Mean in Multiple Matrix Sampling When Items are Sampled With and Without Replacement.

Pub Date [Apr 75]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Comparative Analysis, *Item Sampling, *Matrices, *Standard Error of Measurement, *Statistical Analysis

Identifiers—*Multiple Matrix Sampling

Standard errors of pooled mean estimate in multiple matrix sampling were compared for two

procedures. The data were from tests involving items with and without replacement. The two procedures involve the formulations of Madow and Lord, and Novick; the former permits sampling of item, with or without replacement, whereas the latter is to be used for item sampling without replacement. The results show that the two estimates give considerably differing error estimates of the pooled mean. (Author)

ED 110 496 TM 004 769

Harris, Chester W.

Techniques for Analyzing Test Response Data.

Pub Date [Apr 75]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Achievement Tests, *Instructional Programs, Item Banks, *Item Sampling, *Response Style (Tests), Statistical Analysis, *Test Construction, Test Interpretation, Test Reliability

Achievement tests which are specifically linked to an instructional program and have been developed in relation to an objectives base and/or to an item generation rule are considered, as well as student response data. Three types of studies are outlined and the kind of procedures thought useful illustrated. As various methods for examining stability, equivalence, and sensitivity to instruction of both test items and test scores are examined, an effort is made to coordinate sampling procedure and experimental design, choice of statistic, and method of aggregating the statistic so as to provide generalizations for the pool of items or the universe of test scores. (BJG)

ED 110 497 TM 004 770

Ferguson, Richard L.

The Use of Assessment in the Selection of College Students in the United States.

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Aptitude, *Achievement Tests, *Aptitude Tests, *College Admission, Competitive Selection, Higher Education, High School Students, History, Predictive Ability (Testing), Test Construction, *Testing Programs, Test Reliability, Test Validity

Identifiers—ACT, American College Test, SAT, Scholastic Aptitude Test

Assessment programs like the American College Test (ACT) and the Scholastic Aptitude Test (SAT) continue to play an important role in the admission decisions of many colleges. In many cases, they also serve a meaningful counseling and guidance function for high schools and colleges. The data reported in this paper suggest that the two programs can be used effectively for both of these purposes. Moreover, the procedures used to develop and administer the programs are highly refined and generally contribute to the overall quality of the data which result from use of the programs. (Author/DEP)

ED 110 498 TM 004 771

Diamond, James J. Williams, David V.

Demand Characteristics of Multiple-Choice Items.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date [Apr 75]

Note—5p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975); For a related document, see TM 004 765

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Classification, *Cognitive Processes, Criterion Referenced Tests, Graduate Students, Memory, *Multiple Choice Tests, *Recall (Psychological), *Response Style (Tests), Test Construction, Testing

Thirteen graduate students were asked to indicate for each of 24 multiple-choice items whether the item tested "recall of specific information," a "higher order skill," or "don't know." The students were also asked to state their general basis for judging the items. The 24 items had been previously classified according to

Bloom's cognitive-skills hierarchy. The results of the study supported the hypothesis that the examinees' judgment of the cognitive process being measured by each item is influenced by the structure of the item—for example, stem length. (Author)

ED 110 499 TM 004 772

Christensen, Paul And Others

Evaluation and Research on Experience-Based Career Education at Far West School.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date [Apr 75]

Note—11p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, *Alternative Schools, *Career Education, *Cooperative Education, High School Students, Individualized Instruction, Models, Program Effectiveness, *Program Evaluation, School Community Cooperation, Senior High Schools, Student Attitudes, *Student Centered Curriculum, Student Evaluation

Identifiers—*Experience Based Career Education Model, Far West School, Oakland

Far West School (FWS) is an experienced-based, career-oriented, alternative secondary program. It uses the entire community as a learning resource to enable students to acquire skills and knowledge necessary to adopt and find satisfaction in adult roles. In the evaluation, important hypotheses were that relative to comparison students, FWS students would: (1) show more positive attitudes toward education and careers; (2) develop at least as well in the basic skills; and (3) show more positive growth in self-knowledge, interpersonal skills, and career information/planning. Measures used in statistical analyses are described; some analyses and results are presented. (Author)

ED 110 500 TM 004 773

Blair, Mark W. Kershner, Keith M.

Assessment of Student Attitudes Toward Learning Environments.

Pub Date [Apr 75]

Note—19p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For related document, see TM 004 774

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Attitude Tests, *Career Education, *Classroom Environment, Comparative Analysis, High School Students, Learning Experience, Program Effectiveness, Program Evaluation, Rating Scales, Secondary Education, *Student Attitudes, Student Evaluation, Student Experience, *Test Construction, Test Validity

Identifiers—Assessment of Student Attitudes Scale

The evaluators of the RBS (Research for Better Schools, Inc.) Career Education Program were confronted with the need for an instrument which would assess student attitudes toward learning environments which were not limited to traditional school settings. This study reviews the development of the Assessment of Student Attitudes Scale (ASA). The ASA is a Likert-type instrument composed of 26 items grouped to yield four subtest scores and a total score. Data indicates that the ASA is both a reliable and valid measurement tool for the assessment of secondary-school-age students' attitudes toward learning environments. (Author)

ED 110 501 TM 004 774

Blair, Mark W. Kershner, Keith M.

Assessment of Student Attitudes.

Pub Date [Apr 75]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

Available from—Not available separately; see TM 004 773

Document Not Available from EDRS

Descriptors—*Attitude Tests, *Career Education, *Classroom Environment, Learning Experience, *Rating Scales, Secondary Education, *Student Attitudes, Student Evaluation, Student Experience

Identifiers—Assessment of Student Attitudes Scale

The Assessment of Student Attitudes Scale (ASA) is a Likert-type instrument composed of 26 items grouped to yield four subtest scores and a total score. Data indicates that the ASA is both a reliable and valid measurement tool for the assessment of secondary school-age students' attitudes toward learning environments. (Author)

ED 110 502 TM 004 775

White, D. R.

The Stirling Lesson-Sampling Instruments.

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Classroom Observation Techniques, *Evaluation Methods, Lesson Observation Criteria, *Measurement Techniques, Microteaching, *Student Teachers, Teacher Behavior, Teacher Education, *Teacher Interns, Teaching Skills, Test Reliability, Tests

Identifiers—Scotland, Stirling University

A long-term Leverhulme Research Project was established at Stirling University in 1970 to investigate the potential of microteaching as a major ingredient in the preparation of graduate high school teachers in Scotland. Members of the research team developed systematic observation schedules for each of the skills, in order to sharpen the focus of interns and their supervisors on the behaviors involved. This paper reports an attempt to extend the use of systematic observation schedules to the supervisors' classroom visits during conventional practice teaching. A conceptual framework of the professional skills was first devised, under the headings of questioning, structuring the discourse, varying the stimulus and reinforcing. A battery of lesson-sampling instruments was then designed, using a mixture of rating scales, categories and sign systems. Studio trials with teams of three trained observers recording simultaneously from video-taped episodes of lessons taught by experienced Scottish high school teachers gave encouraging results. After revision, the instruments were submitted to a field test. Seven pairs of supervisors from a college of education observed three lessons given by each of the interns allocated to them. Instruments were used by mutual agreement within the pairs, allowing roughly half the available time. Acceptable levels of agreement were obtained, suggesting the feasibility of the proposed approach. (Author)

ED 110 503 TM 004 776

Computer Assisted Assembly of Tests at Educational Testing Service.

Educational Testing Service, Princeton, N.J.

Pub Date [Oct 74]

Note—14p.; Paper presented at the Computer Assisted Test Construction Conference (San Diego, California, October 14-16, 1974); For a related document, see TM 004 778

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Classification, Computer Oriented Programs, *Computer Programs, Data Bases, Data Processing, *Item Banks, *Test Construction, Tests, *Test Selection

Two basic requirements for the successful initiation of a program for test assembly are the development of detailed item content classification systems and the delineation of the professional judgements made in building a test from a pool of items to detailed content, ability, and statistical specifications in terms precise enough to be translated into computer programs. A guiding principle has been that the computer is to serve the professional staff, not supersede them. Every test assembled is subject to professional review; revisions can be requested; and the items selected are held "in limbo" until the test has been accepted. The systems development turned out to be much more sophisticated than originally expected. It is undoubtedly more complex than would be required for most testing situations since it is designed to handle a wide variety of tests in each subject area and the numerous constraints that are imposed on item selection by the rigorous test specifications and need for parallelism of forms that is basic to some of Educational Testing Service's (ETS) national programs like the College Board tests. In addition to a unique identification number and the classification for each item, the computerized file contains a complete history of the item's uses, up to five sets of statistics, codes for the security level and

present activity status of the item, and up to 15 12-letter key words—which in the case of some verbal items constitute the complete items. (Author/BJG)

ED 110 504 TM 004 777

Anderson, Lorin W.
A Measure of Student Involvement in Learning:
Time-on-Task.

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Academic Achievement, Attention Control, *Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, *Learning, Learning Processes, Recall (Psychological), Statistical Analysis, *Student Behavior, Task Analysis, *Task Performance, Time Factors (Learning)

The importance of appropriate task relevant behaviors as a necessary condition for school learning has long been noted. This paper suggests a multiple measure of one set of student classroom behaviors, presents a brief theoretical basis for the measure, provides some empirical support for the use of the measure, and indicates some educational research problems for which the measure is applicable. The empirical evidence (based on three samples of junior high mathematics students (N=137) supports the necessity of using a multiple measure in various learning situations. Suggestions of research problems include an investigation of variables which might be related to and affect task relevant behaviors, and an exploration of the differences between "fast" and "slow" learners. (Author)

ED 110 505 TM 004 778

Epstein, Marion G.
Classification Scheme for Items in CAAT.
Educational Testing Service, Princeton, N.J.
Pub Date [Oct 74]

Note—10p.; Paper presented at the Computer Assisted Test Construction Conference (San Diego, California, October 14-16, 1974); For a related document, see TM 004 776

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Classification, Codification, Computer Oriented Programs, *Computer Programs, *Item Banks, *Test Construction, *Test Selection

In planning the development of the system for computer assisted assembly of tests, it was agreed at the outset that one of the basic requirements for the successful initiation of any such system would be the development of a detailed item content classification system. The design of the system for classifying item content is a key element in systems development. Without an adequate classification system, it would be impossible to write test specifications and assemble tests that sample required content areas consistently and without undesirable redundancy. This system has a unique identification number for each item and its classification, the computerized file contains a complete history of the previous uses of the item, up to five sets of statistics including difficulty level and discrimination index, codes for the security level and present activity status of the item and up to 15 12-letter key words—which in the case of some verbal items constitute the complete item. Whether the whole items are stored in the computer or remain in a card file for manual retrieval, the selection process of surveying the pool of eligible items and selecting appropriate ones is the same. (Author/BJG)

ED 110 506 TM 004 779

Johnson, Stephen M. Bolstad, Orin D.
Reactivity to Home Observation: A Comparison of
Audio Recorded Behavior with Observers
Present or Absent.

Spons Agency—National Inst. of Mental Health
(DHEW), Bethesda, Md.
Pub Date [74]

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Analysis of Variance, Audio Equipment, Comparative Analysis, *Family (Sociological Unit), Family Environment, Family Relationship, *Methods Research, *Observation, Parent Child Relationship, *Reactive Behavior, *Tape Recordings

The purpose of this study was to compare the behavior of family members at home as recorded by audio tape recordings in two conditions—with an observer present or absent. Behavioral differences were expected as a function of differential reactivity to these observational procedures. The results revealed no behavioral differences between observation conditions and no evidence of adaptation effects in either condition. In general, significant correlations were observed between the rates of recorded behavior in both situations. The implications of these findings for the development of nonreactive observation procedures were discussed. (Author)

ED 110 507 TM 004 780

Rubin, Stanford E., Ed.
Issues in Program Evaluation Research in State
Rehabilitation Agencies: A Symposium
Presented at the American Personnel and
Guidance Association Convention (New Orleans,
Louisiana, April 11, 1974).

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [Apr 74]

Note—54p.

Available from—Publications Section, Arkansas Rehabilitation and Training Center, Hot Springs, Arkansas 71901

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—Accountability, Models, Program Design, Program Development, Program Effectiveness, *Program Evaluation, Program Planning, *Rehabilitation Centers, Rehabilitation Programs, *Research, *State Agencies, *Vocational Rehabilitation

The five papers in this symposium address several key issues included in evaluation research. In "Designing State Vocational Rehabilitation Agency Evaluation Research", Stanford E. Rubin discusses the importance of practitioner involvement in the development of research questions and plans and introduces three basic models of evaluative research. Brian Bolton's paper, "Problems in Measuring Outcomes in Rehabilitation Research Projects", comments on such issues as the criterion problem in rehabilitation counseling, measures of client outcome, and procedures for quantifying psychometric change. Problems encountered in conducting large scale evaluation studies are discussed in the context of a Services Coordination Project in Richard Roesler's presentation, "Issues in Initiating Large Scale Rehabilitation Research." Reed Greenwood reviews the need for expanding the parameters of evaluative research to a system approved at both mezzo and macrosystem levels in his paper, "Assessment of External Effects in Rehabilitation Research." Finally, Jerold D. Bozarth, in "Reactions on Evaluation", discusses the differences between research and evaluation. (RC)

ED 110 508 TM 004 781

Ashmore, William H.
Toward an Evaluation of Individually Guided
Education.

Wisconsin State Dept. of Public Instruction,
Madison. Div. for Management and Planning
Services.

Pub Date May 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Data Collection, *Educational Innovation, Elementary Education, Evaluation Criteria, *Evaluation Methods, Individualized Programs, Instructional Innovation, *Program Development, *Program Evaluation, *Surveys
Identifiers—*IGE Implementation Survey, Individually Guided Education

This paper presents an alternative approach to evaluating Individually Guided Education (IGE) which should be prerequisite to the conduct of output evaluation. To this end, it introduces a specially designed instrument, the "IGE Implementation Survey," which is capable of systematically collecting information on the degree to which schools which claim to be IGE, are actually operating in the IGE mode. The type of assessment proposed here, implementation evaluation, considers the developmental aspects of IGE. As such it provides improvement-oriented information to decision-makers which allows them to document where they are in implementing the

IGE system, and to identify program areas where modifications and improvements are needed. To be sure of its proper role and function, it is important to note that implementation evaluation of IGE does not preclude, nor does it substitute for output evaluation. Rather it should be considered a refinement of and prerequisite to output evaluation in that it allows for analyses and interpretations of program output within the context of possible differentiated levels of the independent variable (IGE) which may exist. (Author)

ED 110 509 TM 004 782

La Bouff, Anthony Bailey, Jerry
Midterm and Final Testing of Quality Assurance
Classes Using the First Year Communication
Skills Program.

Southwest Regional Laboratory for Educational
Research and Development, Los Alamitos,
Calif.

Report No—SWRL-TN-5-71-47

Pub Date 18 Aug 71

Note—31p.; For related documents, see TM 004
783-784 and TM 004 789-790

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Academic Achievement, *Communication Skills, Elementary Education, Individual Tests, Post Testing, Program Evaluation, Scores, Statistical Analysis, *Student Evaluation, *Testing, *Test Results, *Vocabulary Skills, Word Recognition

Identifiers—*First Year Communication Skills
Program

This report describes the midterm and final tests administered to pupils in the Quality Assurance classes using the First Year Communication Skills Program. The tests included both selected and constructed response items and were designed to be individually administered to pupils. The results are reported for each eight outcome subscores (selected and constructed) as well as for selected response and constructed subscores and the grand total. Means, standard deviations, and frequency distributions are provided for each. The results of the final testing are also reported by the number of units pupils completed. (Author)

ED 110 510 TM 004 783

Scott, Roger O.
Evaluation of the First-Year Communication Skills
and Instructional Concepts Programs.

Southwest Regional Laboratory for Educational
Research and Development, Los Alamitos,
Calif.

Report No—SWRL-TN-3-71-03

Pub Date 25 Aug 71

Note—17p.; For related documents, see TM 004
782-784 and TM 004 789-790

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Communication Skills, *Concept Formation, Instructional Materials, *Kindergarten Children, Parent Attitudes, Primary Education, Program Effectiveness, *Program Evaluation, Reading Readiness Tests, Statistical Analysis, Student Attitudes, Testing, *Test Results, Verbal Tests, Vocabulary Skills

Identifiers—First Year Communication Skills Program, Instructional Concepts Programs

To aid in evaluating the First Year Communication Skills Program (FYCSP) and the Instructional Concepts Program (ICP) several tests were administered to two classes of kindergarten children. The objectives of the ICP were based on concepts that children would be expected to know when they entered the primary grades. The Instructional Concepts Test (ICT) measured the children's knowledge of these concepts. Items were constructed for each of the following categories: shapes, sizes, positions, amount, and premathematics. Among the tests that were administered to the children were word attacks, word elements, and letter names. Student and parent attitudes were also surveyed as to their opinions of the program. The data collection of test results shows that both programs had been successful with kindergarten children. The program also proved to be well liked by children and parents. (Author/DEP)

ED 110 511 TM 004 784

Scott, Roger O.
Evaluation of the Second-Year Communication
Skills Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-71-04

Pub Date 18 Aug 71

Note—9p.; For related documents, see TM 004 782-783 and TM 004 789-790

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Communication Skills, *Grade 1, Individual Tests, Primary Education, *Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Skills, *Reading Tests, Test Results, Vocabulary Skills

Identifiers—*Second Year Communication Skills Program

The Second Year Communication Skills Program (SYCSP) consists of instructional materials and procedures designed to improve the reading skills of first-grade children. The reading achievement of students was measured in 10 classrooms using the SYCSP. The Second Year Program Test, used to judge the effectiveness of the program, was administered to a random sample of children in each of the selected classes. This test measures performance on program words, word elements, and word attack skills. This test was individually administered by laboratory staff at the end of the 1970-71 school year. Form 12A of the Cooperative Primary Reading Test provided an additional measure of the children's reading skills. Scores on the SYCSP Test indicated that most of the children attained a large proportion of the reading skills taught during the school year. Data collected suggest that the SYCSP was highly effective as measured by the proportion of program outcomes mastered by most children. It was also effective as measured by a widely used standardized reading test. (RC)

ED 110 512 95 TM 004 785

Schrader, W.B., Hilton, Thomas L.

Educational Attainment of American High School Seniors in 1960, 1965, and 1972: Feasibility Study. Final Report. Report No. PR-75-13.

Educational Testing Service, Princeton, N.J. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-75-13

Pub Date Apr 75

Grant—NIE-G-74-0050

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Academic Achievement, Comparative Analysis, Data Collection, Educational Trends, Equated Scores, *Feasibility Studies, *High School Students, Longitudinal Studies, Mathematics, Occupational Aspiration, Parental Background, Probability, Questionnaires, Reading, Sampling, *Seniors, Student Characteristics, *Surveys, Testing, Test Results

Identifiers—Educational Opportunities Survey, National Longitudinal Study, Project TALENT Project TALENT, the Equality of Educational Opportunity Survey, and the Base-Year Survey of the National Longitudinal Study tested national probability samples of American high school seniors in 1960, 1965, and 1972. This study is concerned with the feasibility of using these data for studying trends in educational attainment. Three separate aspects of the problem were considered. First, a detailed review of sample selection, weighting, and school participation showed that the data would provide a sound basis for comparing performance, and identified certain implications of the existing data for making and interpreting comparisons. Second, comparisons were made of students' high school experiences, their educational and occupational aspirations and plans, and their parents' education and occupation. The pattern of results for the three survey samples, although obscured by differences in questions and by population trends, indicated that comparisons of test performances of the groups would be warranted. Third, a detailed design was prepared for studying the equivalence of selected tests used in the three surveys and for equating test scores on pairs of equivalent tests. Application of these equating results to the test results of the three surveys would provide the desired trend data. (Author)

ED 110 513 TM 004 786

Niedermeyer, Fred C., Sullivan, Howard J. Development of Teacher-Administered Tests for the SWRL Reading Programs.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-3-71-05

Pub Date 16 Aug 71

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, Elementary Education, Grade 1, *Individual Tests, Kindergarten, Multiple Choice Tests, *Predictive Ability (Testing), Reading Diagnosis, *Reading Programs, *Reading Tests, Response Style (Tests), Statistical Analysis, Teacher Role, Test Construction, *Testing

To investigate the type of classroom testing format most appropriate for the Southwest Regional Laboratory (SWRL) Mod 2 Reading Program, three types of teacher-administered tests for the SWRL Second-Year Communication Skills Program were developed and tried out during the 1970-71 school year. The tests were administered by the classroom teacher as Criterion Exercises following each unit of instruction. Two of the tests were group-administered and had a multiple-choice format, with one type consisting of three-choice items and the other four-choice items. The third type of test was individually-administered, constructed-response format. Both the individually-administered, constructed-response tests and the four-choice group-administered tests predicted well to an end-of-year criterion test, whereas the three-choice tests did not. Based on pupil-performance data and teacher reactions, the individually administered tests appear to be most appropriate for use as Criterion Exercises in the Mod 2 program. (Author/RC)

ED 110 514 TM 004 787

Popham, W. James

Program Fair Evaluation—Summative Appraisal of Instructional Sequences with Dissimilar Objectives.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date 16 Sep 68

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Classification, *Comparative Analysis, Curriculum Evaluation, *Educational Objectives, Evaluation, *Instructional Programs, Models, *Program Evaluation, Summative Evaluation

A comparative evaluation involving two instructional programs is given, although the approach can easily serve to compare more than two programs. The steps involved in conducting a program fair evaluation of two instructional programs are: (1) Identify objectives (a) common to both programs, (b) unique to one program, and (c) unique to the other program; (2) Collect or construct test items based on the three sets of objectives; (3) Combine the test items into a three-part examination; (4) Assign estimates of importance, as explicitly as possible, to the three sets of objectives; (5) Administer each of the instructional programs to one of two randomly selected groups of appropriate learners; (6) Administer the three-part examination to both groups; and (7) Appraise results and reach a decision regarding the preferred program. The summative evaluation scheme described here is relatively straightforward and can, therefore, be carried out with little difficulty. It can be applied to the evaluation of short-duration instructional sequences or to programs of much greater magnitude. While conceptually simple, it provides the evaluator with opportunities to employ sophisticated quantification schemes to deal with such problems as value weightings of objectives. The major purpose of the procedure is to make evaluators attentive to the differential consequences of employing instructional programs which were designed with different intentions. (Author/BJG)

ED 110 515 TM 004 788

Gregg, Lee W., Farnham-Diggory, S.

Content and Structure in Learning.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—CIP-295

Pub Date Jun 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Learning Processes, *Learning Theories, *Memory, Problem Solving, *Recall (Psychological), Retention

A cognition theory of learning is described based on information processing analyses of representations of knowledge in long term, intermediate term, and short term memory. An application of the theory is presented for an example of algebra. It is emphasized that learning is not simply a stamping in, through repetition, of simple links. The associations are complex. Some are related to our use of language; verbal instructions are an important means by which a teacher communicates. Some of the associations involve actions that have perceptual and motor components. By gaining control of the instantaneous attention of the student, we are in a position to directly influence his construction of knowledge. This is the goal of a cognition theory of learning. (Author/RC)

ED 110 516 TM 004 789

Hanson, Ralph And Others

The Development of Classroom Observation

Procedures for Evaluating Training.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-07

Pub Date 24 Aug 71

Note—31p.; For related documents, see TM 004 782-784 and 790

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Classroom Observation

Techniques, Communication Skills, *Evaluation

Methods, *Program Evaluation, *Rating Scales,

Teacher Education, Teacher Evaluation, Training, *Training Techniques

Identifiers—First Year Communication Skills Program, Instructional Concepts Program

This report describes the procedures followed in developing classroom observation procedures for use in evaluating the First Year Communication Skills Program (FYCSP) and Instructional Concepts Program (ICP) training systems. The procedures cover the identification of the variables to be measured, development of scales to measure these variables, and the training of observers in the use of these scales. (Author)

ED 110 517 TM 004 790

Leonard, Ann

Teacher Reaction to ICP Quality Assurance

Procedures.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-72-62

Pub Date 15 Dec 72

Note—23p.; For related documents, see TM 004 782-784 and 789

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Examiners, Interviews, Kindergarten, Primary Education, *Program Evaluation,

Student Evaluation, *Teacher Attitudes, *Testing, *Tests

Identifiers—ICP, *Instructional Concepts Program

An integral part of the Quality Assurance Manual developed by Southwest Regional Laboratory (SWRL) to accompany the Kindergarten Program is the end-of-program assessment of the Instructional Concepts Program (ICP). Following completion of ICP Quality Assurance assessment, four teachers were interviewed in order to gather information pertinent to the clarity of instructions, the amount of time required, the difficulties in administration, and the application of the pupil performance and summarization procedures related to use of the end-of-program assessment. (Author/BJG)

ED 110 518 TM 004 791

Hall, Mary

Dissemination and Utilization of Assessment

Results in Oregon.

Pub Date [Apr 75]

Note—16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Decision Making, Educational Accountability, *Educa-

tional Assessment, Elementary Secondary Education, *Information Dissemination, *Information Utilization, *State Programs, Test Interpretation, *Test Results

Identifiers—*Oregon Statewide Assessment Program

Improved dissemination and utilization of results from statewide assessment of student performance is critically needed. Prior research shows that less than one third of all states can provide evidence of using such data to make significant classes of decisions most frequently cited as a justification for the initiation of such programs. Yet the annual budgets for assessment programs continue to escalate. The evidence suggests that while statewide assessment programs are frequently initiated as part of accountability movements, they are seldom accountable themselves. In an attempt to deal with this problem, the Oregon assessment program has initiated a variety of innovative steps designed to insure effective dissemination and maximum utilization of annual testing results. Some of these efforts include: extensive interviewing and research to establish a clear purpose for the program; identification of major policy questions to be impacted by assessment results; prior research to determine the most effective dissemination modes for selected decision-making audiences; widespread use of professional and lay advisory committees in the design, conducting, interpretation, and reporting of data; simultaneous release of results, interpretations, and recommendations for actions to specific audiences; initiation of a state management system to systematically utilize assessment findings in specific decisions; continuing evaluation of all dissemination and utilization strategies; and followup contacts with key decision-makers to assure utilization. (Author)

ED 110 519 TM 004 794

Shoemaker, David M.

A Note on Allocating Items to Subtests in Multiple Matrix Sampling.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-3-72-05

Pub Date 13 Jun 72

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Item Sampling, *Matrices, *Sampling, *Standard Error of Measurement, *Statistical Analysis, Statistical Bias, Testing Problems

Identifiers—Jackknife, *Multiple Matrix Sampling

Investigated empirically through post mortem item-examinee sampling were the relative merits of two alternative procedures for allocating items to subtests in multiple matrix sampling and the feasibility of using the jackknife in approximating standard errors of estimate. The results indicate clearly that a partially balanced incomplete block design is preferable to random sampling in allocating items to subtests. The jackknife was found to better approximate standard errors of estimate in the latter item allocation procedure than in the former. These and other results are discussed in detail. (Author)

ED 110 520 TM 004 795

Shepard, Lorie

Development of the California Entry Level Test: Construct Validity of the Subtests.

Pub Date [74]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Assessment, Factor Analysis, Grade 1, Item Analysis, Predictive Validity, Primary Education, *Reading Readiness, *Standardized Tests, *State Programs, Test Construction, *Test Validity

Identifiers—California, California Assessment Program, *Entry Level Test

This study examined the construct validity of the subtests in the California Entry Level Test (ELT). The ELT is administered to every first grade pupil in California as part of the California Assessment Program and is used as a baseline measure of the prereading skills of beginning first graders. The discriminant validity of the subtests was demonstrated by a factor analysis of item scores from 3,010 pupils (a one per cent random sample of all first graders tested). A Principal components analysis, followed by varimax rota-

tion, yielded a factor structure analogous to the test structure. Items from each of the five subtests loaded only on their own factor except for a few language development items which had secondary loadings with other factors. Multitrait-multimethod correlation matrices were used to determine the agreement of ELT subtests with corresponding subtests in four popular readiness tests. Findings were mixed. Subtests had convergent validity with other measures of the same construct, but only the subtest with the greatest variance had discriminant validity consistently. (Author)

ED 110 521 TM 004 796

Smith, Edward L.

Kindergarten Tryout of Single Variable Classification Task Protocols.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-71-15

Pub Date 12 Aug 71

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Classification, Concept Formation, Criterion Referenced Tests, Developmental Tasks, Generalization, Instruction, *Kindergarten Children, Learning Readiness, *Lower Middle Class, Primary Education, *Task Performance, Testing, *Tests

A group of 105 lower-lower middle class kindergarten children were tested on a set of single variable classification tasks and related-component tasks dealing with color and number. Children who failed to reach criterion on the classification test were randomly assigned to one of five experimental groups, stratified on the basis of performance on both the classification and Component Test scores. Each group was given instruction on classification tasks, component tasks and/or control tasks, followed by Classification and Component Posttests. Children receiving classification instruction performed significantly better on the Classification Posttest than control groups who did not. Children who received component instruction performed better than the comparison group that did not receive it, although the difference was statistically significant only for one of three levels of pretest performance. There were no apparent effects of classification instruction on Component Posttest performance or of component instruction on Classification Posttest performance. (Author)

ED 110 522 TM 004 797

Smith, Edward L. McClain, Janis

A Criterion Test for Classification Tasks.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-71-24

Pub Date 9 Aug 71

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Classification, Concept Formation, *Criterion Referenced Tests, Developmental Tasks, *Primary Education, *Task Performance, *Test Construction, Testing

This paper describes three classification criterion tasks and the rationale for their selection. A set of parameters is defined and then used to describe the item format for the test. The test format and content domain are presented and discussed. Sample testing directions and materials are appended. (Author)

ED 110 523 TM 004 798

Masters, James R. Shannon, Gregory A.

Pennsylvania's Preparing for a Changing World Instrument: A Validation Study.

Pub Date [Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Adjustment Problems, *Educational Assessment, Elementary Secondary Education, Emotional Adjustment, Emotional Problems, Futures (of Society), Psychological Patterns, *State Programs, Suburban Schools, *Tests, *Test Validity, Withdrawal Tendencies (Psychology)

Identifiers—*Pennsylvania Educational Quality Assessment, Preparing for a Changing World Instruments

The validities of the Pennsylvania Educational Quality Assessment (EQA) Preparing for a Changing World Instruments at grades 5, 8, and 11 were investigated. The study was carried out in a suburban school district where many students had experienced a great deal of change in their lives. At each grade level approximately 60 students who had experienced a great deal of change and 60 students who had experienced little change participated. Each student responded to the EQA instrument appropriate to his/her grade level. At each grade level teachers were asked to choose students high and low in "emotional fortitude." In investigating the validities of the instruments, EQA scores of students rated high were compared with those of students rated low. The study provided some evidence for the validity of the EQA instrument at each grade level. Validity support was gathered for the total instrument, for the Ineffective Solutions subtest, and for the Effective Solutions subtest; however, no validity support was found for the Emotional Adjustment subtest. In general, stronger validity support was found for the instruments when responded to by students who had experienced a great deal of change than when responded to by students who had experienced little change. (Author/BUG)

ED 110 524 TM 004 851

Proceedings of the Annual Conference of the Military Testing Association (16th).

Pub Date [Oct 74]

Note—663p.; Papers presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$1.08 HC-\$33.64 PLUS POSTAGE

Descriptors—Computers, Interest Tests, Measurement Techniques, *Military Personnel, Military Science, *Military Training, Performance Tests, *Personnel Selection, Program Effectiveness, Statistical Analysis, Task Analysis, Task Performance, Test Construction, Testing, *Testing Problems, Test Results, *Test Validity

The military utilizes tests extensively and should be aware of current testing problems. A conference composed of members from the business, educational, and military communities, both foreign and domestic, was held and these major issues addressed: (1) The Development of Training Requirements; (2) Personnel Assignment Using Interest Inventories; (3) Flight Simulators—Their Development and Value in Training; (4) Test Development; (5) New Test Types and Test Validation; (6) Performance Measurement and Statistical Methodologies; (7) Training Methodologies; (8) Occupational Analysis in the Military Establishments; (9) Using Test Results in the Training Process; (10) Computer Assisted Training and Testing; (11) Personnel Assessment; (12) Management and Measurement Problems; (13) The Care and Feeding of Test Constructors; and (14) Evaluating Job Proficiency. Issues of public policy, vocational advancement, peer and preceptor ratings, student evaluations, problem identification, classification procedures, and licensing innovations were included in the general sessions. (BJG)

UD

ED 110 525 UD 013 146

Bynum, Effie M. And Others

Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft. Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—College Entrance Examination Board, New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 72

Note—487p.

EDRS Price MF-\$0.92 HC-\$24.75 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Case Studies, Civil Rights, College Admission, *College Programs, *Compensatory Education Programs, Cultural Enrichment, Curriculum Development, *Disadvantaged Youth, *Educa-

tionally Disadvantaged, *Equal Education, Ethnic Studies, Financial Support, Guidance Programs, Higher Education, Individual Characteristics, Negro Colleges, Remedial Programs

Identifiers—California, College of San Mateo, College Readiness Program, Fernald College, Franklin University, Mariposa State University, Miford University, Ramsey State University, Robincliff College

This study, funded by the Ford Foundation and the College Entrance Examination Board (CEEB), represents a two and one-half year effort to compile information based on questionnaires, surveys, field studies, and staff and student interviews on the nature, problems, and successes of collegiate compensatory programs for disadvantaged youth. Ten chapters focus on such areas as access to higher education, new students in old institutions, current programs and practices in compensatory education, a review of the literature on the transition from school to college, financial aid for higher education, ethnic studies, other curriculum modifications and remedial practices, reactions of students and college personnel, case studies, and a critical summary encompassing the problems and status of their solution. A series of model programs, said to have been selected because of their representativeness of institutions of higher education or their positive, imaginative, or promising practices, are briefly described. An annotated bibliography citing 98 documents, arranged in the categories of civil rights and access to higher education, programs and practices, characteristics of disadvantaged students, college admissions and guidance, the Negro college, and general literature, is provided. An addendum to the bibliography and additional references are also included. (AM)

ED 110 526 UD 014 781
Myths and Facts About Welfare and the Scholastic of Things Economic.

Metropolitan Detroit Welfare Reform Coalition, Mich.
Pub Date 73

Note—9p.; Adapted in part from "Six Myths About Welfare" and from "Why Do We Spend So Much Money," published by Popular Economic Press, Somerville, Massachusetts

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Welfare, Dependents, Economically Disadvantaged, *Economic Disadvantage, *Economic Factors, Hunger, Low Income Groups, Nutrition, Physically Handicapped, *Poverty Research, Urban Population, Welfare, Welfare Agencies, *Welfare Problems, Welfare Recipients

This pamphlet restates commonly held ideas about welfare and presents facts and figures in refutation. (1) The myth that welfare is the good life—color TVs and Cadillacs; argues that welfare is the "good life" only for those who have not experienced it. (2) The myth that most welfare recipients are cheaters; studies are said to show that only four-tenths of one percent are fraudulent. (3) The myth that most welfare recipients are blacks who have moved to northern cities just to get on welfare; statistics are said to show that the majority of welfare recipients are whites (48.3 percent), blacks rating 43.2 percent, and 8.4 percent are others. (4) The myth that welfare takes most of the taxpayer's money; only 1.9 percent of the 1974 federal budget is stated to have gone to all public welfare payments. (5) The myth that hard work is the answer to the welfare problem; the Department of Health, Education and Welfare are said to have reported that less than one percent of the nation's welfare recipients are able-bodied men—13.4 percent are of old age, 0.5 percent blind, 7.6 percent permanently and totally disabled, 51.1 percent children, 0.9 percent unemployed fathers, and the remaining 26.1 percent mothers. (Author/JM)

ED 110 527 UD 015 270
Kutner, Nancy G.

The Poor Vs. the Non-Poor: An Ethnic and Metropolitan-Nonmetropolitan Comparison.

Spons Agency—Texas A and M Univ., College Station. Texas Agricultural Experiment Station. Pub Date Aug 74

Note—20p.; Paper presented at the Annual Meeting of the American Sociological Association (August 26-29, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Factors, *Cultural Traits, Economic Disadvantage, *Economic Factors, *Ethnic Groups, Family Characteristics, Geographic Location, Intergroup Relations, *National Surveys, Negroes, Racial Differences, *Rural Urban Differences, Social Differences

The stated purpose of this paper is to summarize findings from survey data which tap approximately 30 of the so-called "poverty traits." The data were collected in 1970-71 from both metropolitan and nonmetropolitan families, varying in income and ethnic background, and living in widely different parts of the U.S. Twenty-nine poverty traits searched for are presented under four headings: (1) relationship of subculture to larger society; (2) nature of local slum community; (3) nature of family; and (4) attitudes, values, and character of the individual. It is stated that in order to summarize a rather large amount of data, the paper focuses on significant differences which were found between economically poor and nonpoor families in each of the six ethnic/residence categories. It was found that significant differences between poor and nonpoor in the two Spanish-speaking groups existed on considerably fewer traits than in the case of black or white respondent groups. Significant differences between poor and nonmetropolitan whites were found on a smaller number of 11 traits among both the nonmetropolitan blacks and the metropolitan whites studied. (Author/JM)

ED 110 528 UD 015 323

Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Educación Bilingüe (Aspira National Think Tank Report: Bilingual Education)

Aspira, Inc., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 27 Mar 73

Note—92p.; Spanish Edition; Proceedings of Aspira National Think Tank Conference on Bilingual Education (Columbia, Maryland, March 25-27, 1973)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Acculturation, *Biculturalism, *Bilingual Education, *Bilingualism, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Cubans, Cultural Awareness, Cultural Interrelationships, *Educational Policy, English (Second Language), Language Enrichment, Laws, Mexican Americans, Non-English Speaking, Puerto Ricans, Spanish Speaking, Teaching Models

Identifiers—Aspira Incorporated

This Spanish edition reports on the Aspira National Think Tank Conference attended by educational leaders and social scientists representing the major bilingual communities namely, Puerto Ricans, Mexicans, and Cubans. The conference studied four major topics: (1) equality and not similarity, theory, rationale, and objectives of bilingual education; (2) development of a model for bilingual-bicultural education, (3) the preparation of bilingual-bicultural personnel, and (4) legal focus on bilingual-bicultural education. Each topic is followed by a summary of the discussion proceedings. Definitions for bilingualism, bilingual instruction, biculturalism, bilingual education, and bilingual-bicultural education were developed in this conference. Twelve recommendations proposed in the conference included the establishment of a coalition to examine the common problems of Chicanos, Puerto Ricans, and Cubans, an amendment to the U.S. Constitution assuring bilingual education as a basic right, and the dissemination of ideas and experiences to government agencies, school districts, and communities to mobilize them into action for bilingual-bicultural education. (AM)

ED 110 529 UD 015 329
Wilson, E. Barbara

[Education Task Force Recommendations to Improve Reading and Communication Skills.] Revised.

Pub Date Mar 75
Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Ancillary Services, Business Responsibility, Classroom Environment, *Com-

munication Skills, Community Involvement, *Educational Administration, Educational Change, *Educational Policy, Information Needs, Instructional Staff, *Reading Programs, School Environment, Staff Improvement, Urban Education

Identifiers—*Detroit, Michigan

The Committee which prepared this report has surveyed the present approaches of teaching reading and communication skills in the Detroit, Michigan schools. The staff has examined previous studies of the Detroit Public Schools. The staff has conducted computer searches, reviewed relevant literature, consulted with nationally known reading specialists, and noted the stories in journals and the popular press. Staff has visited each region in the school district for in-depth discussions with curriculum leaders, achievement specialists, reading specialists, and others about regional language arts programs, and their perception of needs that would improve the teaching and learning of reading and communication skills in the classroom. Staff has had discussions with teachers and students about their perceptions of how reading and communication skills could be improved in the Detroit Public Schools. Staff has attended workshops and seminars pertaining to reading and communication skills, and has talked to creative people, writers, artists, television and radio producers and directors about ways in which media could help improve instruction and learning. Two colloquia were conducted under the leadership of the Education Committee. (Author/JM)

ED 110 530 UD 015 330

Schrager, Scott

Distribution of Teachers and Professionals to Students in the Tri-County Area and Statewide.

Detroit Education Task Force, Mich.

Pub Date 17 Apr 75

Note—33p.; A Staff report to the Constitutional Mandate Committee of the Detroit Education Task Force; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Caucasian Students, Educational Opportunities, *Educational Resources, Legal Problems, Legal Responsibility, Negro Students, *Racial Differences, *Resource Allocations, School Systems, *State Surveys, Student Teacher Ratio, Teacher Placement

Identifiers—Michigan

This report explores some issues in the distribution of educational services to students in the tri-county area and Michigan as a whole. Specifically, it examines the allocation of two important indices of educational opportunity measured by the State Department of Education's Educational Assessment Program: classroom teachers per 1000 pupils, and professional instructional staff per 1000 pupils. First, it analyzes disparities in the provision of services to white and minority students in the State and tri-county area. Secondly, it explores the Constitutional implications of the distribution of these resources. Analysis and data are presented, it is asserted, which indicate that the Michigan system for providing certain important public education services, specifically teachers and professionals, delivers those services in a way that produces significant disparities between minority and white students. The legal analysis is considered to clearly demonstrate that such a system is constitutionally defective unless the State can show the disparity is the necessary by-product of furthering some compelling State interest. Consequently, it is argued, the present system for providing educational services in Michigan most probably violates the equal protection clause of the U.S. Constitution. (Author/JM)

ED 110 531 UD 015 331

Wilson, E. Barbara

Educational Task Force Guidance and Counseling Recommendations.

Detroit Education Task Force, Mich.

Pub Date Apr 75

Note—24p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Organization, Counseling Goals, Counselor Functions, *Educational Administration, *Educational Policy, *Guidance Counseling, Guidance Functions, Guidance Objectives, Inservice Education, *Professional Training, Student Needs, Urban Education

Identifiers—*Michigan

This report asserts that counselors must become student advocates, working with students to assure that they get help to fulfill all their educational needs; guidance counseling has become a highly skilled profession. Most come into the profession full of promise, wanting to perform as student advocates. Student advocates are needed to fulfill the role of counselor. In addition, they are needed to work with teachers, administrators, parents, institutions, agencies, and other community people in helping them understand the counseling function. The Education Committee of the Education Task Force believes that the Detroit Public Schools cannot afford to have professional counselors function only as disciplinarians, record keepers and clerks. A survey of the counseling situation in the Detroit schools reveals, it is held, that in all but a few junior and senior high schools this intolerable situation is prevalent. The Education Committee and/or the Task Force staff has held discussions with counselors, the Superintendent of the Office of City-Wide Programs and Pupil Services, the Director of the Department of Pupil Personnel Services, teachers, students, dropouts, parents, and community folk. Staff has reviewed relevant literature, noted stories in journals and the popular press, and has examined previous studies, proposals, and contractual agreements between the Detroit Central Board of Education and the administrators and teachers. (Author/JM)

ED 110 532

UD 015 335

Cameron, Colin. Comp.

Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 75

Note—181p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Annotated

Bibliographies,

*Economically Disadvantaged, Economic Disadvantage, Educational Attitudes, *Majority Attitudes, Measurement Techniques, Minority Groups, Political Attitudes, *Psychological Patterns, Public Opinion, *Social Attitudes, Work Attitudes

The stated purpose of this compilation is to gather together some of the more commonly obtainable works from books, journals, and dissertations, as well as newspaper reports. In addition, where possible, abstracts are stated to be used to describe the material cited. This compilation includes a subject and author index. It is noted that the controversial concept of "culture of poverty" or "poverty of culture" is not explored in detail. However, a limited attempt is considered to be made to present certain relevant citations to literature on information revolving around the factors contributing to the psychological world of the poor and what makes them think as they do. In that section, it is stated, an attempt is made to select some of the books and articles that illuminate not only some of the elements of the everyday lives of the poor that influence the formation of their attitudes, but also those that highlight their psychological state. In this bibliography an attempt is considered to be made to bring together a number of pertinent citations to the more scholarly literature of recent vintage, especially since 1965. The cutoff date for inclusion is the latter part of 1973 for most works; however, when information is available about forthcoming publications of note, some of the most outstanding are stated to be also included. (Author/JM)

ED 110 533

UD 015 336

Tallulah Morgan et al., Plaintiffs, V. James W. Hennigan et al., Defendants: Civil Action No. 72-911-G. Opinion.

District Court, Boston, Mass. District of Massachusetts.

Pub Date 21 Jun 75

Note—311p.; This document is available in microfiche only due to the quality of print in the original

Available from—Clerk of the Court, U.S. District Court, Boston, Mass. (Price not quoted)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Board of Education Policy, City Government, Educational Administration, *Federal Court Litigation, *Integration Litigation, Integration Methods, Public Policy, Re-

sidential Patterns, *School Integration, Site Selection, State Boards of Education, Student Distribution, Urban Schools

Identifiers—*Boston, Massachusetts

This is a school desegregation case brought by black parents and their children who attend the Boston public schools. Plaintiffs seek for themselves and on behalf of their class, it is stated, declaratory and injunctive relief against the defendants for a myriad of acts that allegedly violate the constitutional rights of the plaintiff class. Defendants are the Boston School Committee, its individual members, and the Superintendent of the Boston Public Schools (collectively "the city defendants"), and the Board of Education of the Commonwealth of Massachusetts, its individual members, and the Commissioner of Education (collectively "the state defendants"). Plaintiffs have alleged that the city defendants have intentionally brought about and maintained racial segregation in the Boston public schools by various actions, including the adoption and maintenance of pupil assignment policies, the establishment and manipulation of attendance areas and district lines reflecting segregated residential patterns, the establishment of grade structures and feeder patterns, the administration of school capacity, enlargement, and construction policies, transportation practices, and by unjustifiably failing to adopt or implement policies reasonably available to eliminate racial segregation in the Boston public schools. (Author/JM)

ED 110 534

UD 015 338

Karweit, Nancy L.

Is Differential Access to School an Important Factor in Student Outcomes? Report No. 195.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—CSOS-R-195

Pub Date May 75

Contract—NE-C00-3-0014

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic

Achievement,

*Academic Aspiration, *Attendance, Educational Objectives, Educational Opportunities, Educational Resources, Elementary Schools, *National Surveys, School Environment, School Organization, *School Role, Secondary Schools, Statistical Analysis

Identifiers—Equality of Educational Opportunity Survey

This paper explores whether differential access to school, as measured by student attendance, length of school day, and school term, is an important determinant of student outcomes (achievement and educational plans). It is stated here that most of the "school effects" research has utilized school level variables for school resources, assuming that each student benefits equally from these resources. One source of variation around these mean school values is simply the exposure that students have to these resources. This research it is held, attempts to incorporate such variation. Data from the Equality of Educational Opportunity survey for the sixth and twelfth grades and from a survey of 20 high schools were used. The latter data set made available both a student ability measure and attendance information drawn from school records (and not from student self-report data). The discussion first focuses on the school as the unit of analysis. In this discussion, some organizational features of the school which might influence attendance are examined. Later in the discussion, the individual student becomes the unit of analysis, and the technique of analysis of covariance is used to control for differential school level variables. Individual attendance then is viewed as a mediating variable between individual background factors, school factors, and achievement outcomes. (Author/JM)

ED 110 535

UD 015 340

Taha, Consuelo Byrd

Self-Discipline—A Commonly Ignored Factor in the Education of Minority Group College Students.

State Univ. of New York, Buffalo. Office of Urban Affairs.

Pub Date 26 Feb 74

Note—87p.; M.A. Thesis, State University of New York at Buffalo, New York, 1974

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Attendance, Classroom Observation Techniques, *College Students, *Disadvantaged Youth, Educational Objectives, Financial Support, *Minority Groups, Research Methodology, *Self Control, Student Attitudes, Student Characteristics, *Student Problems, Study Habits, Surveys

Identifiers—New York

This study is considered to represent an attempt to examine conditions which inhibit the education of many minority group college students, by pursuing three specific objectives. They are: (1) to identify common indicators of the lack of self-discipline among minority group college students and analyze them in terms of their nature and magnitude; (2) to provide an analysis of the self-discipline problems found in terms of their probable cause and effects on the students' adjustment to their total college experience, primarily from the perspective of minority group students themselves; and, (3) to recommend specific and practical suggestions that college might implement to help students who are handicapped by a lack of self-discipline to overcome it. The research was primarily conducted on the campuses of four colleges in New York State, two being located in New York City, and two in Western New York. Two groups of college personnel were direct contributors to the research. The first group included the minority undergraduate students whose comments, opinions, and interactions compose the greater part of this report. The second group included a small and select group of minority faculty and students who assisted on occasion in developing interviewing and recording instruments, and in planning and organizing other aspects of the study. (Author/JM)

ED 110 536

UD 015 341

Brimer, M. A.

Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/DP/71.01

Pub Date Sep 71

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Economically Disadvantaged, Educationally Disadvantaged, *Educational Programs, Evaluation Criteria, Intervention, Models, Poverty Programs, *Program Evaluation, *Program Planning, *Research Methodology, Research Needs, Research Problems, *Social Action, Socially Disadvantaged

The stated purpose of this paper is to review some of the critical issues that arise in the planning and conduct of the evaluation of action programmes amongst the socially and educationally disadvantaged, and to suggest the means that might be adopted to overcome the inherent difficulties. The discussion first focuses on the characteristics of social and educational action programmes. Then, the functions of evaluative research are discussed. Following this, the discussion asserts that the coexistence of educational and social disadvantage in extreme forms tends to evoke programs which make either one or several interventions and assume that the interventions will make the social system work more effectively. It is advocated here, that in the planning stage, a model be constructed into which the proposals for change can be fitted and, through which, how they work and their intended effects can be seen. The value of such models, it is stated, is that they allow each proposal to be worked out in terms of its specific objectives, the agencies of the system and the instruments of action. The discussion then focuses on "the choice and formulation of objectives" and "the special status of evolving programmes". Finally, the discussion highlights considerations regarding "the design of evaluation experiments" and "the relationship between research and action".

ED 110 537

UD 015 342

Riegel, Klaus F. Freedle, Roy

What Does It Take to Be Bilingual or Bidialectal. Pub Date 74

Note—34p.; To appear as a chapter in D. Harrison and T. Trabasso, Eds.: "A Seminar on Black English," Hillsdale, N.J., L. Erlbaum Associates, 1975.

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—*Bilingualism, Educational Needs, *Educational Problems, Language Development, Language Handicaps, Language Research, Linguistic Competence, Linguistics, *Negro Dialects, *Negro Youth, *Psychological Studies, Standard Spoken Usage, Structural Analysis, Structural Linguistics

The express purpose of this presentation is with education and the technology of training strategies which relate to the conditions under which any two language systems are to be learned. It is assumed that Black English is structurally different from Standard English. It is concluded here that although the burden upon bilingual children is heavy, they are advantaged in a higher sense because monolingualism is a true form of cultural deprivation. However, monolingual development ought to be carefully studied in order to find the best route and methods for optimal progression in bilingual development. A form of bilingualism constituting reasonable and efficient conditions of progression can only be established through detailed explorations of semantic, interlingual structures. At the present time, it is noted, such explorations are lacking. If raised under optimal conditions, the "independent" bilingual becomes able to transfer a large share of his first language knowledge to his second language. The "confounded" bilingual is still not much assisted, however. It is advocated that, regardless of whether black and white English dialects are linguistically sufficiently distinct, for the benefit and well being of many ghetto children living in a confounded linguistic environment, the two systems ought to be treated as such. (Author/JM)

ED 110 538 UD 015 344

Mills, Gladys H.

Bibliography: Equal Educational Opportunity: Myth or Reality?

Education Commission of the States, Denver, Colo.

Pub Date Jul 75

Note—41p.; Prepared for the annual meeting of the Education Commission of the States (9th, Denver, Colorado, June 30-July 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age Differences, Bias, *Bibliographies, Educational Finance, Educational Needs, *Educational Opportunities, Equal Education, Ethnic Groups, Minority Groups, *Racial Differences, School Integration, *Sex Discrimination, *Social Differences, Socioeconomic Status, Special Services

The stated purpose of this bibliography is to assist school administrators, legislators, governors, and others in identifying documents already in their libraries which might assist in decision making at their respective levels, encourage effective action, and enhance the sense of urgency which the great American dream of equal educational opportunity for all creates. Documents included in this bibliography are stated to provide a background of the problems, issues, and barriers; the promising practices and models; and, some implementation, responsibility, and accountability. The divisions in the listing are said to follow the five categories of discrimination: ethnic/racial background, economic status, sex, age, and exceptional needs. Also included is a section on finance. Because of the overlapping nature of most materials included, it is suggested in the bibliography that the entire bibliography be examined, rather than an examination of only the particular area of interest. Loan copies of the cited publications may be available from local public, university, or state libraries. Purchase copies can be ordered from the sources shown. In the case of an ERIC publication (i.e. those cited documents with ED numbers shown at end of document), the local library may have the original document and/or the ERIC microfiche. (Author/JM)

ED 110 539 88 UD 015 345

Hanson, Helen B.

Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date Jun 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Basic Skills, *Curriculum Guides, Disadvantaged Youth, *Early Childhood Education, Educationally Disadvantaged, Elementary School Curriculum, Individualized Curriculum, *Performance Based Education, Preschool Curriculum, Reading Programs, *Teaching Guides, Urban Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade, funded under 1965 Elementary Secondary Education Act Title III, is asserted to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that are stated to have been determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Decoding/Encoding, Classification, and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of eight year old children. The teacher has the freedom to teach the skills and concepts in any way that she wishes. This enables her to use her own talents and to find the teaching method that suits the child best. The objectives are considered compatible with any learning materials since they are a compilation of skills that apply to all subject areas and reinforce one another. The program's essential components are stated to be: (1) the use of the performance objectives as a curriculum; (2) a forty-five minute reading program which utilizes all available school staff; and, (3) an intense parent involvement program. (Author/JM)

ED 110 540 88 UD 015 346

Savona, Diane And Others

The Dale Avenue Performance Objective Model. A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date Aug 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Art Education, *Curriculum Guides, Disadvantaged Youth, *Early Childhood Education, Educationally Disadvantaged, *Elementary School Curriculum, Home Economics Education, Music Education, *Performance Based Education, Physical Education, Preschool Curriculum, Urban Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. It is noted here that the special area teachers at Dale Avenue School are teaching art, music, physical education, and home economics skills to very young children. Special area objectives for these early years were developed by the special area teachers, as specified by their Special Area supervisors and compatible with the Dale Avenue Performance Objectives, which are held to be based

on the needs of young urban children. The objectives provide suggestions to special area teachers who work with young children. They are also deemed useful to prekindergarten through third grade classroom teachers as an aide in checking off the art, home economics, music and physical education skills children have mastered. (Author/JM)

ED 110 541 88 UD 015 347

Gavzy, Rita

Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date Nov 74

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Achievement Tests, Basic Skills, Disadvantaged Youth, *Early Childhood Education, *Educational Diagnosis, Elementary School Curriculum, Manuals, *Performance Based Education, Preschool Curriculum, Preschool Tests, Urban Youth

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. The heart of the Dale Avenue Program, it is stated, is the Performance Objective Curriculum which systematically develops skills in ten critical areas. Another essential component of the program is the use of the Performance Objectives as an evaluation tool. This test manual is divided into two parts. Part One includes the Dale Avenue Screening Tests with a description of how to make and score them. It also includes corresponding Dale Avenue Performance Objective numbers which will aid the teacher as she puts this test information into her record book. Part Two includes Performance Objective Tests in the areas of Listening, Naming, Observation, Speaking and Mathematics, and a description of how to make Classification and Seriation test kits. (Author/JM)

ED 110 542 88 UD 015 348

Hanson, Helen B.

Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date Jun 74

Note—89p.; Footnotes to the text of this document will not be legible on reproduction due to the print size in the original document

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Administrator Guides, Basic Skills, *Curriculum Guides, *Early Childhood Education, Educational Diagnosis, Elementary School Curriculum, Individualized Curriculum, Parent Participation, *Performance Based Education, Preschool Curriculum, Reading Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Project was developed in the Dale Avenue School, Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site to offer interested

educators the opportunity to see the program in operation and receive training in its replication. This manual is stated to have been prepared as a guide for the administrator who is responsible for the introduction, maintenance, and evaluation of the Dale Avenue Project in any educational setting. The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade is considered to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of third grade children. (Author/JM)

ED 110 543 88 UD 015 349

Hanson, Helen B. Gavzy, Rita

Dale Avenue Performance Objective Model Pre-Primary-Primary Performance Objectives Prekindergarten Through Grade Three: Manual; Record Book.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date Jun 74

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Early Childhood Education, Educational Diagnosis, Educational Objectives, Elementary School Curriculum, Individualized Curriculum, Instructional Materials, *Performance Based Education, *Performance Criteria, Preschool Curriculum, *Recordkeeping, Records (Forms), Urban Youth

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site. The Dale Avenue Performance Objectives, it is stated, were an outgrowth of a needs assessment. These Performance Objectives were written to provide children with experiences which are needed in order to function eventually in the formal academic areas of reading and math. Beginning with the most elementary skill which a child must master in order to perform in the prekindergarten classroom, the Performance Objectives are considered to take each child through a developmental hierarchy of skills. A record keeping book to go along with the Performance Objectives is included with the Performance Objectives in this document. The Performance Objectives act as the teacher's pretest and as a posttest. A summary record goes along with each child to his next class. This is stated to help the new teacher to ascertain what the child is able to do and to help the child to continue at his own rate. (Author/JM)

ED 110 544 88 UD 015 350

Individualized Language Arts—Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual—ESEA Title III Project: 70-014.

Weehawken Board of Education, N.J.

Pub Date 74

Note—308p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Curriculum Guides, *Diagnostic Teaching, Educational Diagnosis, Educational Resources, Elementary School Curriculum, Instructional Materials, *Language Arts, Manuals, Secondary Education, *Teaching Guides, Writing Exercises, *Writing Skills

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, New Jersey, Weehawken

This document is a teachers' resource manual, grades Kindergarten through Twelve, for the promotion of students' facility in written com-

position in the context of a language-experience approach and through the use of diagnostic-prescriptive techniques derived from modern linguistic theory. The "Individualized Language Arts: Diagnosis, Prescription, and Evaluation" project (on which this manual is based) was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result of the validation, the project is now funded as a demonstration site by the New Jersey ESEA Title III program. This Project, it is stated, was designed to meet the critical need of educators to develop more effective methods of analyzing students' writing, and to prescribe and apply individualized instructional techniques in order to promote greater writing facility. The students' writing development is traced by three samples, taken at three intervals during the year. The evaluation of the samples, based on commonly accepted Language Arts objectives is considered to pinpoint each student's current strengths and needs. A prescriptive program which is said to emphasize the integration of subject areas is used in this Project. The program utilizes an individualized approach, and is used in grades one through twelve. (Author/JM)

ED 110 545 88 UD 015 351

Individualized Language Arts — Diagnosis, Prescription, Evaluation. An ESEA Title III Project Prospectus: 70-014.

Weehawken Board of Education, N.J.

Pub Date [72]

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Diagnostic Teaching, *Individualized Instruction, Individualized Programs, Language Arts, Language Development, Language Enrichment, Linguistics, *Teaching Methods, *Writing Skills

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Individualized Language Arts Project, New Jersey, Weehawken

The staff of the Individualized Language Arts Diagnosis, Prescription, and Evaluation Project, a funded ESEA Title III program, has developed methods based on a diagnostic-teaching framework designed to analyze students' writing skills for grades 1-12. The program structure also provides teachers with methodology for developing and reinforcing other language skills. The project is stated to be oriented toward discovery and its techniques suitable for many groups, graded or non-graded classes, and various classroom organizations. Rationale, guidelines, activities, procedures, strategies, specific examples, and results are provided. The curricular techniques employed by the program are considered transferable to other schools, with particular relevance for those districts consisting of large numbers of disadvantaged children whose language needs are believed to be especially critical. Contact persons furnishing additional information about the project are cited. (AM)

ED 110 546 88 UD 015 352

Project SEE [Specific Education of the Eye]: Title III Project 71-084.

Union City Board of Education, N.J.

Pub Date 74

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Instructional Innovation, *Instructional Materials, *Perceptual Development, Sensory Experience, *Sensory Training, *Visual Learning

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Knobler Perceptual Development Test Level I, New Jersey, Project SEE, Project Specific Education of the Eye, Union City

Project SEE (Specific Education of the Eye), a three-year old ESEA Title III funded program, is stated to be designed to train kindergarten and Grade 1 children in perceptual motor skills by developing visual perception through a series of sequenced visual exercises which the child analyzes, elucidates on, relates to, and replicates. The development of visual sensory skills provided by the project is regarded as a basic preparation for learning. Curriculum materials used include visuals; "out of sight"—a game played like bingo; and, the most recent development, that of three-

dimensional visuals called tactuals. For evaluation purposes, children exposed to the program have been pre- and post-tested with a staff designed test, the Knobler Perceptual Development Series Test. Supplemental subjective measures of the program's results have been obtained through a survey of teachers' opinions and observations of children's responses. Recognized as innovative and exemplary by the Office of Program Development, New Jersey Department of Education, Project SEE cites as preliminary findings its extension from pre-school to eighth grade and its usage by pre-reading and remedial reading programs. (AM)

ED 110 547 UD 015 355

The Effectiveness of Postsecondary Opportunity Programs for the Disadvantaged: A Report of a Research Study Conducted by the Office of Higher and Professional Education.

New York State Education Dept., Albany. Office of Higher and Professional Education.

Pub Date 15 Nov 74

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Disadvantaged Youth, Economically Disadvantaged, Educational Assessment, Educationally Disadvantaged, Evaluation, *Longitudinal Studies, *Post Secondary Education, *Program Evaluation, Socially Disadvantaged

Identifiers—HEOP, *Higher Education Opportunity Programs

This research study conducted by the Bureau of Higher Education Opportunity Programs and supported by the Bureau of Research in Higher and Professional Education attempted to gain a longitudinal perspective on the effectiveness of Higher Education Opportunity Programs (HEOP) established in 53 private institutions of higher education aimed to the educationally, economically, and socially disadvantaged. Marking the first large scale attempt of its kind, this study compared measures of academic success in terms of grades, graduation, and retention of two groups of 644 students who attended these institutions prior to 1967 and after HEOP inception in 1970. A Likert-Type Scale questionnaire administered to key officials was designed to gauge the degree of change occurring in the college environment during the 1967-1970 period which could have affected the quality of educational experience for the disadvantaged. External changes were found to be minimal, indicating HEOP as the determining agent. Results indicated higher grade point averages and higher retention and graduation rates for program students despite their shared similarity with non-program students in economic and academic backgrounds. Given the overwhelming positive results, funding of other opportunity programs was highly recommended. Appendices include sample characteristics, demographic data, entrance criteria, performance data, statistics used in instruments, and an annotated bibliography. (AM)

ED 110 548 UD 015 357

Hendricks, Glenn L.

The Phenomenon of Migrant Illegality: The Case of Dominicans in New York.

Pub Date Mar 75

Note—17p.; Paper presented at the Society for Applied Anthropology Annual Meeting (Amsterdam, Netherlands, March 19-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Anthropology, Area Studies, *Dominicans, *Ethnic Groups, *Immigrants, Migrant Problems, Migration Patterns, *Minority Groups, Spanish Americans

Identifiers—Dominican Republic, *Illegal Immigrants, New York City

This paper, presented at the Society for Applied Anthropology Congress in Amsterdam, describes the emergence of illegal migration as a social phenomenon of world wide significance. Specifically it examines the nature of the social relations that evolve when a large number of an alien population reside legally in a foreign country and present among them are a considerable number whose status is questionable or even illegal, and whose localization and expulsion from that country is actively conducted by law enforcement authorities. Illegal persons from the Dominican Republic who reside in New York are used to illustrate how illegal migrant status

operates to set up certain kinds of social relations which in turn explicate behavioral patterns, attitudes, and values, which often seem incongruous to those outside the group. Often, these behaviors frustrate and even prevent communication with institutions such as schools, welfare agencies, and law enforcement agencies, who wish to assist them. Some problems and limitations affecting traditional methodological techniques, used in social anthropology and deemed as ineffective when dealing with illegal migrants, are mentioned. (Author/AM)

ED 110 549 UD 015 358

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume II: Asian Americans.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—HEW-OS-75-121

Pub Date Jul 74

Note—192p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Asian Americans, *Census Figures, Chinese Americans, *Ethnic Groups, Ethnic Studies, Filipino Americans, Japanese Americans, Korean Americans, Minority Groups, Socioeconomic Background, *Socioeconomic Influences, Socioeconomic Status, Statistical Data

Identifiers—*Hawaiians

Phase I of a two-phase study conducted by the Urban Associates, Inc. for the Department of Health, Education, and Welfare to determine the barriers to culturally-relevant delivery of its services to three ethnic minorities (namely, American Indians, persons of Spanish origin, and Asian Americans) found a scarcity of data on the numbers and characteristics of these ethnic minority consumers, their needs, and other key indicators indispensable for effective HEW planning. This volume, along with two others on American Indians and persons of Spanish origin compose one aspect examined by Phase II of the study. It focuses on generating specific national and local data on selected socio-economic characteristics of five Asian American sub-groups from the 1970 census. Characteristics examined for Japanese, Chinese, and Filipino sub-groups include recent immigration, population, family, education, employment, income, poverty, and sources of income. Sections on Korean Americans and Hawaiians provide separate analyses of these populations in addition to the characteristics already mentioned. Data for each major Asian group is summarized in tables, while highlights of the study are presented in summary form. An Asian American glossary and sources on Asian Americans are provided. (AM)

ED 110 550 UD 015 359

Ishikawa, Michael And Others

Asian Americans and Pacific Peoples: A Case of Mistaken Identity.

California State Advisory Committee to the United States Commission on Civil Rights.

Pub Date Feb 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Asian Americans, Chinese Americans, *City Demography, *Ethnic Groups, Ethnic Stereotypes, Filipino Americans, Japanese Americans, Korean Americans, *Minority Groups, National Demography

Identifiers—*California, Samoans

This report prepared by the California Advisory Committee for the U.S. Commission on Civil Rights is said to constitute an initial attempt to present a demographic sketch of Asian Americans and Pacific Peoples and to describe generally the areas in which they encounter significant problems. In order to destroy existing stereotypes about Asian Americans, the Committee sought these populations' own perception of their concerns and needs. Sources of information used to supplement the scant official data available included interviews with community representatives, transcripts from two open meetings attended by the Asian American and Pacific Peoples sub-groups, and community-generated papers and reports. Four sections entitled Myths and Stereotypes, Asian Americans and Pacific Peo-

ples-Demographic Factors, Communities' Perceptions of Issues and Concerns, and Recommendations constitute the document. Subdivisions to the Demographic Factors include Immigration Trends, Urban and Rural Settlement Patterns, the Population in California, and the Effects of Inaccurate, Hidden, or Unavailable Data. The six communities consulted were the Chinese, Guamanian, Japanese, Korean, Filipinos, and Samoan Americans of California. Among recommendations made were an immediate measurement and reassessment of census data and of specific needs of all Asian Americans and Pacific Peoples. Provisions for bilingual services were also suggested. (AM)

ED 110 551 UD 015 365

Phay, Robert E.

School Law: An Overview of Recent and Pending Court Action. Student Rights, School Finance and School Desegregation (With Emphasis on Student Rights).

Tennessee Univ., Knoxville. Educational Opportunities Planning Center.

Pub Date 28 Mar 72

Note—43p.; Speech presented at a session of the School Law Conference (University of Tennessee, Knoxville, March 28, 1972)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Court Litigation, Discipline, Due Process, *Educational Finance, Equal Protection, *School Integration, *School Law, Student Attitudes, Student Responsibility, *Student Rights, Student School Relationship

Identifiers—Serrano V. Priest, Swann V. Charlotte Mecklenburg

This speech, a transcript from the tape of the original presentation at a session of the School Law Conference held at the University of Tennessee reviews recent and pending court decisions in three active areas of School Law: school finance, school desegregation, and student rights, with an emphasis on the issues encompassing the latter. The Serrano v. Priest case covers the area of school finance, while the Swann v. Charlotte Mecklenburg and Richmond cases, along with President Nixon's proposed Anti-Busing Program constitute the desegregation area. The courts' reexamination and redefinition of students' rights reflect a problem area of school law. Court decisions reviewed are separated into two categories: substantive due process, dealing with specifics such as demonstrations, underground newspapers, dress, damage or destruction of property, weapons on school grounds, and others; and procedural due process. To supplement the minimum standards that exist to satisfy the latter's unfixed requirements, the adoption of a procedure code to handle expulsion cases is urged. Major provisions of such a code as a way of defining student rights to procedural due process are specified. (AM)

ED 110 552 UD 015 366

Hillman, Larry W. And Others

The Civil Rights of Students.

Tennessee Univ., Knoxville. Educational Opportunities Planning Center.

Pub Date 72

Note—57p.; Synthesis of presentations at the School Law Conferences (Knoxville, Memphis, and Nashville, Tennessee, March 28-30, 1972)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activism, *Civil Rights, *Court Litigation, Discipline, Due Process, Equal Protection, Ombudsmen, *School Law, *Student Attitudes, Student Responsibility, *Student Rights

Identifiers—Center Study Student Citizen Rights Responsibility, Dayton, Ohio

This document on the Civil Rights of Students, prepared by the Educational Opportunities Planning Center, provides a synthesis of presentations made by the author and of the three discussion and answer sessions that followed at the three meetings of the School Law Conferences. Opening remarks emphasize the need for educators to respond to demonstrations of student dissent which stress the rights of individuals both inside and outside of school. Groups that advocate for students rights, among them the American Civil Liberties Union, are cited in relation to their position on key issues in this area. Noting that most violations of student rights have concerned due process, minimum standards that

satisfy requirements in this area are listed. The development of handbooks describing what students can do and what administrators should do, the formation of parent ombudsmen as go-between administration and students, and a student board of inquiry are some of the innovations undertaken by the Center for the Study of Student Citizenship, Rights, and Responsibilities, in Dayton, Ohio, which is under a federal OEO Grant to develop a model for students rights advocacy. These, along with a presentation of some cases handled by this center during its first year of operation, are discussed. Questions addressed covered specific areas such as an athletic coach's control over student hair length, in-school suspension, confidentiality of school records, right to counsel, and broader topics. Among the broader topics were rights vs. privileges, student responsibility for his education, and what constitutes an education. (AM)

ED 110 553 80 UD 015 367

State Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date [75]

Note—148p.; For related documents see UD 015 368-371

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, Educational Assessment, Educationally Disadvantaged, *Elementary Secondary Education, *Evaluation Methods, Measurement, *Measurement Instruments, Measurement Techniques, Program Improvement

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This State Education Agency (SEA) Process Model Instrument for ESEA Title I is one of the products developed and validated by the SEA (State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. Representatives from each State Educational Agency, their selected Local Education Agencies, the U.S. Office of Education, and Communication Technology Corporation of Marlton, New Jersey formulated this instrument as a supporting device to the State Education Agency (SEA) Self Analysis Instrument, said to have been designed for self-analyzing the effectiveness of the administration of an ESEA Title I program in a State Education Agency. This SEA Process Model is said to support the self-evaluation instrument by identifying 'key' processes or activities that must be accomplished if improvements are desired any by providing the opportunity to plan, assign responsibility, and monitor the processes of activities associated with each criterion statement. The instrument is structured around 12 sections whose use is explained. They are: Criterion Statement, Criterion Coordinator, Type Use Program, Section, Criterion Number, Page Number, Approved By, Date, Major Process Activities, Responsibility (Person or Unit), and Plan by Month. Although said to have been designed as a supportive device, the instrument is claimed to be able to stand alone to serve as a viable planning document for an education agency. (Author/AM)

ED 110 554 80 UD 015 368

Local Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date [75]

Note—132p.; For related documents see UD 015 367-371

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, Educational Assessment, Educationally Disadvantaged, *Elementary Secondary Education, *Evaluation Methods, Measurement, *Measurement Instruments, Measurement Techniques, Program Improvement

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This Local Education Agency (LEA) Process Model Instrument for ESEA Title I is one of the products developed and validated by the SEA

(State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. Representatives from each State Educational Agency, their selected Local Education Agencies, the U.S. Office of Education, and Communication Technology Corporation of Marlton, New Jersey formulated this instrument as a supporting device to the Local Education Agency (LEA) Self Analysis Instrument, said to have been designed for self-analyzing the effectiveness of the administration of an ESEA Title I program in a Local Education Agency. This LEA Process Model is said to support the self-evaluation instrument by identifying "key" processes or activities that must be accomplished if improvements are desired and by providing the opportunity to plan, assign responsibility, and monitor the processes or activities associated with each criterion statement. The instrument is structured around 12 sections, whose use is explained. They are: Criterion Statement, Criterion Coordinator, Type Use Program, Section, Criterion Number, Page Number, Approved By, Date, Major Process Activities, Responsibility (Person or Unit), and Plan by Month. Although said to have been designed as a supportive device, the instrument is claimed to be able to stand alone to serve as a viable planning document for an education agency. (Author/AM)

ED 110 555 80 UD 015 369

SEA Management of Compensatory Education

Programs: A Multi-State Project. Final Report.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Mar 75

Note—31p.; For related documents see UD 015 367-371

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Compensatory Education, Compensatory Education Programs, Educational Assessment, Educational Programs, *Elementary Secondary Education, *Evaluation Methods, Measurement, *Measurement Instruments, Measurement Techniques, Program Content, *Program Evaluation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This final report of the State Educational Agencies (SEA) Management of Compensatory Education Project was funded by ESEA Title V-505 and developed in cooperation with ESEA Title I. Seven states participated in this three-year, four-phase collective endeavor, agreeing to develop and field test an approach toward improving the management of compensatory education programs. The project products, two self-analysis instruments, one for State Educational Agencies (SEA) and the other for Local Educational Agencies (LEA), were said to be developed with Title I as its focal point, but that, with minor alterations, the findings could be applied to any compensatory education program and perhaps to similar programs not regarded as compensatory in nature. Any LEA or SEA, purportedly, can utilize these instruments to identify strengths and weaknesses in the administration of ESEA Title I programs. Additional products of the project were an SEA and LEA Process Models, serving as supporting instruments to the self-evaluation instruments. These were said to be designed to facilitate the better use of the instruments by identifying the "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. They also enable the SEA and LEA to plan, assign responsibility, and monitor the processes or activities. Implementation findings on both the seven participating SEA and fourteen LEA agencies are given in this final report. (Author/AM)

ED 110 556 80 UD 015 370

Local Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date [75]

Note—25p.; For related documents see UD 015 367-371

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Compensatory Education Programs, Educational Assessment, Educationally

Disadvantaged, *Evaluation Methods, Measurement, *Measurement Instruments, Measurement Techniques, *Program Evaluation, Program Improvement

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This Local Education Agency (LEA) Self Analysis Instrument for ESEA Title I is one of the products developed and validated by the SEA (State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. An additional product of the project was a LEA Process Model said to support the self-evaluation instrument by identifying the "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. Representatives from each State Educational Agency, their selected Local Education Agencies, the U.S. Office of Education, and the Communication Technology Corporation of Marlton, New Jersey formulated this instrument for self-analyzing the effectiveness of the administration of an ESEA Title I program in a Local Education Agency. The instrument contains eight sections representing aspects of program administration: Organization, Program Design, Management, Evaluation, Dissemination, SEA/LEA Training, Technical Assistance, and Legislation. Each section contains a grouping of criterion statements that identify what was believed to be ideal administrative practices for the four recognized phases of Title I program administration: Pre-Application, Application Preparation, Application Review and Approval, and Program Operation. Sections on Dissemination, Training, and Assistance contain criterion statements dealing specifically with whether bilingual/bicultural needs of populations served are being met in these areas. (Author/AM)

ED 110 557 80 UD 015 371

State Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date [75]

Note—23p.; For related documents see UD 015 367-370

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Compensatory Education Programs, Educational Assessment, Educationally Disadvantaged, Evaluation Methods, Measurement, *Measurement Instruments, *Measurement Techniques, Program Administration, *Program Evaluation, Program Improvement

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This State Education Agency (SEA) Self Analysis Instrument for ESEA Title I is one of the products developed and validated by the SEA (State Educational Agencies) Management of Compensatory Education, a multistate project funded through ESEA Title V-505. An additional product of the project was a SEA Process Model said to support the self-evaluation instrument by identifying the "key" processes or activities that must be accomplished, if improvement is desired as the result of self-analysis. Representatives from each State Educational Agency, their selected Local Education Agencies, the U. S. Office of Education, and the Communication Technology Corporation of Marlton, New Jersey formulated this instrument for self-analyzing the effectiveness of the administration of an ESEA Title I program in a State Education Agency. The instrument contains eight sections representing aspects of program administration: Organization, Program Design, Management, Evaluation, Dissemination, SEA/LEA Training, Technical Assistance, and Legislation. Each section contains a grouping of criterion statements that identify what was believed to be ideal administrative practices for the four recognized phases of Title I program administration: Pre-Application, Application Preparation, Application Review and Approval, and Program Operation. Sections on Dissemination, Training and Assistance contain criterion statements dealing specifically with whether bilingual/bicultural needs of populations served are being met in these areas. (Author/AM)

ED 110 558 UD 015 372

Title I in Ohio: Ninth Annual Evaluation, Title I Elementary and Secondary Education Act, Fiscal Year 1974.

Ohio State Dept. of Education, Columbus.

Pub Date 75

Note—20p.; Some of the illustrative material (charts) may not be clearly legible on reproduction due to the color coding in the original document; additionally, photographic illustrations in the document will not reproduce well

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Finance, *Educationally Disadvantaged, *Educational Programs, *Federal Programs, Mathematics Instruction, Minority Group Children, Poverty Programs, *Program Evaluation, Reading Ability, Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Ohio

This publication of Title I in Ohio is stated to provide a summary of activities for fiscal 1973-74 school year and the summer that followed. Each year since 1966, most school districts in Ohio have conducted Title I programs for eligible students, who, for various reasons, have fallen behind their classmates in reading or mathematics.

In some instances, priority needs and funding have enabled preschool education or tutoring also to be provided. Information is presented in this document under the headings of: Fiscal 1974 Highlights, Basic Statistics, First-Year Participation Trends, Implications of Participation Trends, Student Participation by Grade Ranges, Major Instructional Areas, Effectiveness of Reading Instruction, Effectiveness of Mathematics Instruction, Expenditure Patterns, Professional and Non-professional Staff, Staff Inservice Activities, and Involvement of Participants' Parents. Photographs of children participating in Title I programs in Ohio along with anecdotes adapted from paragraphs written by local educators illustrate the document. (Author/AM)

ED 110 559 UD 015 373

Proposal Presented for Consideration for Funding [for National Center for the Study of Black Family Life.]

Morehouse Coll., Atlanta, Ga.

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Cultural Awareness, *Educational Facilities, Ethnic Groups, Family Background, Family Life, *Family School Relationship, *Family Structure, Nationalism, Negro Attitudes, *Negroes, Negro Organizations, Negro Role, *Program Proposals, Project Applications, Self Concept

Identifiers—Atlanta, Georgia, Morehouse College, National Center for the Study of Black Family Life

This proposal, presented by Morehouse College for consideration for funding, concerns planning efforts to establish a National Center for the Study of Black Family Life. Ten major objectives to be accomplished by the center through research, education, and practice were established. Attributing the family with having the most important influence on the education and achievement levels reached by its members, the "problems" section notes the dearth of data considered objective and adequate on the black family as an institution. This is further reinstated in the "Family as Educator" section where little research is stated to have been conducted on the black family as an educating agent; or on the traditional, comprehensive education which is said to have been taking place within black families throughout history. A detailed study of the black family as educator of its young is said to be a major work to be carried out within the context of the planning efforts directed toward the establishment of a National Center for the Study of the Black Family. A final section entitled the Black Family as Educator outlines the basic question to be investigated and delineates 14 areas which will be included in focusing on family patterns which are said to influence the educational potential of black children. Five stages for the implementation of planning are outlined in detail. (AM)

ED 110 560 UD 015 374

"Executive Summary of the 1973-74 Michigan Cost Effectiveness Study."

Education Turnkey Systems, Inc., Washington, D.C.; Michigan State Dept. of Education, Lansing, Research, Evaluation, and Assessment Services.

186 Document Resumes

Pub Date 5 Mar 75
Note—21p.; Best copy available
EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Compensatory Education, *Compensatory Education Programs, *Cost Effectiveness, Costs, Educational Accountability, Educationally Disadvantaged, Efficiency, Evaluation Methods, Expenditures, Program Content, Program Costs, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading, *Reading Programs, Resource Allocations, Systems Analysis

Identifiers—Michigan

This summary of the 1973-74 Michigan Cost-Effectiveness Study describes the results of an exploratory inquiry into compensatory education reading programs in forty-eight Michigan schools. The study is said to have as its purpose the development and implementation of evaluation techniques to determine what educational practices bring about changes in students' behavior and what costs are associated with these. On site visits to each of the schools provided measures of program characteristics, including cost data. Analysis of the data included a comparison of program characteristics with 1972-73 and 1973-74 student reading achievement. "Controllable" program characteristics, said to describe the difference between effective and non-effective compensatory reading programs, are indicated. These are a set of controllable factors related to student reading achievement and pertaining to school administrators and teachers, and those denoting that, when other things were equal and up to a point, more dollars per student means more achievement per student. Continuation of the program for 1974-75 is suggested with the following foci: identification of new variables that relate to achievement; extension of relationships between cost and achievement; and investigation of the direction of the relationship between achievement and the various identified variables. (Author/AM)

ED 110 561 UD 015 375

Anker, Irving

Testimony of the Chancellor, Board of Education, City of New York.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 16 May 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Boards of Education, *Classroom Integration, Community Influence, Educationally Disadvantaged, *Educational Opportunities, Metropolitan Areas, Open Enrollment, *Racial Integration, School Districts, *School Integration, School Zoning, Suburban Environment, Urban Environment

Identifiers—*New York City, New York City Commission on Human Rights

This document presents the testimony of the Chancellor of the City of New York Board of Education, for the New York City Commission on Human Rights. Opening remarks address the issue of racial integration and the Board of Education's commitment to its adoption as official policy. Six recent actions taken by the Chancellor to promote integration are listed, along with decisions on open enrollment and high school zoning. Although rated along with San Francisco as one of the most successful examples of desegregation in a large metropolitan area by independent studies, the flux of migration, ethnic distributions, and demography are held to deter efforts toward greater progress in integration. Testimony concludes with suggested endeavors for the implementation of the following: a further examination of the programs for integration of the City of New York, the Board of Education, and the Chancellor; a continuation of its objective of stabilizing integrated communities and schools; demands for a statewide program of integrated communities to reduce the isolation of the urban poor and of suburban communities; and, petitions to the State Division of Human Rights to conduct public hearings for the purpose of determining what action is being taken statewide to integrate schools, housing, and other public services. (Author/AM)

ED 110 562 UD 015 377

Krisberg, Barry Takagi, Paul

Evaluation of the Chinatown Youth Services and Coordinating Center.

Spons Agency—Chinatown Youth Services and Coordinating Center, San Francisco, Calif.

Pub Date 2 May 72

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Asian Americans, Chinese, *Chinese Americans, Chinese Culture, *Delinquency Prevention, Delinquent Behavior, Delinquent Identification, Delinquent Rehabilitation, Delinquents, *Program Evaluation, *Youth Problems, Youth Programs

Identifiers—California, *Chinatown Youth Services and Coordinating Center, San Francisco

This report on the Chinatown Youth Services and Coordinating Center (CYSCC) presents a short-term evaluation of the delinquency prevention program operating in San Francisco's Chinatown. Research problems bearing on the evaluation were said to be the lack of consensus among all interviewed (every permanent member of the staff of CYSCC) as to the goals or aims of CYSCC and the inability to examine the perspectives of the various clients of the CYSCC program because of the limited resources and short-term research orientation. Research findings, organized within four broad categories felt to be important in understanding the activities of CYSCC and discussed in relation to the activities and functions of CYSCC, are as follows: Nature and scope of the delinquency problems in the Chinatown community, the explicit and implicit goals of CYSCC, the viability of the youth services bureau model for delinquency prevention in Chinatown, and relationships between various components of the CYSCC Program and between the program and outside agencies. Two specific recommendations stemming from the research conclusions were made: (1) the establishment of an executive committee of CYSCC to allocate, fund, program, staff, and delegate rights and privileges across staff positions, and (2) a reorganization of the staff activities of CYSCC. (AM)

ED 110 563 UD 015 379

Wong, Paul

A Survey by Dr. Paul Wong of Chinese Immigrant Youths in San Francisco, 1970: BASPC Staff Analysis.

Bay Area Social Planning Council, Oakland, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date Jan 71

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—Adjustment Problems, *Asian Americans, Chinese, *Chinese Americans, Emotional Adjustment, Family Background, *Immigrants, Personal Adjustment, Questionnaires, Student Adjustment, Surveys, Teenagers, *Urban Youth, Young Adults, Youth, Youth Problems

Identifiers—California, *San Francisco

This survey was contracted for by the Bay Area Social Planning Council (BASPC) with funding from a Rosenberg Foundation Grant. Questionnaire responses obtained from 255 youths were analyzed to provide the Study Committee on Chinese Newcomers with information about Chinese immigrant youth. Following acquisition, the data was said to have been arranged in chronological order beginning with the youth's family prior to entry into the U. S., current situation, and view of the future, encompassing a section entitled the Family Background of the Chinese Immigrant Youth, the last being concerned with family SES prior to and subsequent to entry into the U. S. A section on the Chinese Immigrant Youth of San Francisco provides descriptions of who the youth are, their status in the San Francisco schools, and how well they are adjusting to conditions in the U. S. The final section, entitled Outlook, examines general satisfaction of the youth with living in the U. S. and also their views about the problems affecting Chinese in San Francisco. A summary of major findings are provided in each section. Thirty-nine tables accompany the document and limitations of the data contained in them are stated in terms of the impossibility of generalizing on the total population of Chinese immigrant youth on the basis of the study sample. (AM)

ED 110 564 UD 015 380

Tesconi, Charles A., Jr. Hurwitz, Emanuel, Jr.
Education for Whom? The Question of Equal Educational Opportunity.

Pub Date 74

Note—230p.

Available from—Dodd, Mead & Co. Inc., 79 Madison Avenue, New York, New York 10016 (\$5.50, paper)

Document Not Available from EDRS

Descriptors—Civil Rights, Compensatory Education, *Educational Disadvantage, Educational Discrimination, *Educational Equality, *Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Integration Litigation, Non-discriminatory Education, Race Relations, *Racial Integration, Racial Segregation, School Integration

Identifiers—Serrano vs Priest, Swann vs Mecklenberg

Basic research findings, concepts, ideas, and insights are explored in considering what is believed to be an old yet still crucial issue today—equality of educational opportunities. This document is said to serve seven purposes; introduction to the issue, analysis and illustration of major elements in the issue, illumination of the major role played by courts, clarification of the emerging and increasingly favored interpretation of the issue among social scientists, illustration of the ways in which concerned citizens and professionals believe that equal educational opportunity can occur, and identification of arenas in which certain interpretations of the issue might raise new educational issues. Each chapter is said to serve a particular function within a four-sided analytical framework. The functions are that of description, illustration, analysis, and projection. Chapters deal with: a description of the educational opportunity conflict, desegregation, and school finance; perspectives on equal educational opportunities; the continuing quest for equality; the schools and equal opportunity; human rights, equality, and education; the Charlotte-Mecklenberg case; the Serrano v. Priest case; and the Rodriguez case. A final epilogue chapter ties together the analytical framework, summarizes major points, identifies areas for further research, and suggests other areas in which this issue is believed likely to call forth more reform. (Author/AM)

ED 110 565 UD 015 381

Tachiki, Amy, Ed. And Others

Roots: An Asian American Reader.

California Univ., Los Angeles. Asian American Studies Center.

Note—345p.

Available from—Asian American Studies Center, University of California, Los Angeles, California (\$5.50, paper)

Document Not Available from EDRS

Descriptors—American History, *Asian Americans, Asian History, Asian Studies, Chinese Americans, *Community Attitudes, Community Characteristics, Community Cooperation, Community Involvement, Community Problems, Ethnic Groups, Filipino Americans, *Identification (Psychological), Japanese Americans, Korean Americans, Minority Groups, Racial Discrimination, *Racism, *Youth

Identifiers—Emigration, Third World Movement

A documentary collection of the experiences of Asian Americans from a multitude of perspectives, including a scholarly focus and also containing contemporary expressions, comprises "Roots: An Asian American Reader." The volume is said to be designed to meet the needs of Asian Americans by providing a compilation of materials in readily accessible form. Three major sections (Identity, History, and Community) encompass 61 contributions. The bulk of the Identity section deals with Asian American stereotypes and the changing relationships of Asians to them. The central section deals with the history of Asian Americans dating from the emigration period to present times. The Community section of the reader focuses upon three interrelated aspects of the Asian American communities: perspectives on community concept and community organization, analysis of community problems, and documentation of the Asian American movement. This volume is held to be focused on the attitudes, problems, and movements of Asian American youth. It is suggested that this focus be

interpreted in light of the long struggle for justice and equality by generations of Asian Americans and in light of current Third World movements. Two questions believed not to have been adequately covered are the relationship of any ethnically based struggle to others, such as other ethnic groups or economic class-oriented ones, and that of the problem of maintaining a cultural heritage. (Author/AM)

ED 110 566 UD 015 382

Pellow, Deborah. *Bedger, Jean E.*

The New Urban Community: Mutual Relevance of the Social and Physical Environment.
Council for Community Services in Metropolitan Chicago, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Attitudes, Community Characteristics, Elementary Schools, Integration Effects, *Integration Methods, Middle Income Housing, Minority Group Children, *Planned Community, Racial Integration, *Residential Patterns, *Social Influences, Social Integration, *Urban Environment, Urban Renewal

Identifiers—Chicago, Illinois

This report presents a study carried out in the near southside Chicago community of South Commons. The site was chosen because it was considered planned, heterogeneous, and located in the inner-city. The analysis is based on preliminary work carried out in the summer of 1973. This project focuses on the social and physical construction of community. It is suggested that people have spatial needs—patterned obstructions that transcend individual differences and are integrated into the social matrix where they occur. The basis for analysis was said to be mostly culled from informal conversations, off-the-cuff remarks, and a sampling of interviews with adult residents of all income levels and ethnicities; this was complemented by observations of children at play in their home areas, the playground, etc.; and finally conversations with neighborhood Youth Corps boys and girls from Prairie Courts. It is concluded that the planned inner-city community must be considered as one element in the larger urban dynamic. There is a need, it is stated, which is documented in this report, for more adequate integration of human needs, physical or spatial needs, and human services in the planning and programming of a community. (Author/JM)

ED 110 567 UD 015 383

Lin, Che-Hwei, Comp.

Preliminary Checklist of M.A. Theses and Ph.D. Dissertations Related to Asian American Studies in the UCLA Library.

Pub Date 31 Aug 72

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Asian Americans, *Asian Studies, *Bibliographies, Chinese Americans, *Doctoral Theses, Filipino Americans, Japanese Americans, Korean Americans, *Masters Theses, Research Projects

Three hundred and twenty-five references are compiled in the preliminary checklist. Items are arranged alphabetically by author, and encompass research conducted in various disciplines about Chinese, Japanese, Filipino, Hawaiian, and Korean subgroups. Among the topical areas covered by the research studies are the following: cultural conflicts, demographic and ecological analysis, changing sociocultural patterns, problems of assimilation and cultural pluralism, family structure and extended kinship, cultural and linguistic features involved in cross-cultural communication, school achievement and socioeconomic background, interracial marriages, occupational mobility, social welfare services, marriage and family relationships, community life, and religious issues. (AM)

ED 110 568 UD 015 384

After Integration: Problems of Race Relations in the High School Today. A Study of Madison High School with Recommendations for New York City Schools.

New York City Commission on Human Rights, N.Y.

Pub Date Oct 74

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Board of Education Policy, *Case Studies, Civil Liberties, Cocurricular Activities, Faculty Recruitment, Grievance Procedures, *High Schools, Parent Participation, Race Relations, *School Integration, Security, Student Role, Teacher Role, Teacher Workshops

Identifiers—*New York City

This report first presents a narrative and analysis of the process and aftermath of the integration of Madison High School in Brooklyn, New York City. Then 13 recommendations are stated, among which are the following: (1) Board of Education should establish a special unit to provide technical assistance for integrated schools; (2) the New York City Commission on Human Rights should provide consultation and guidance to the Board of Education and to schools requiring assistance in establishing better race relations; (3) faculty workshops should be developed; (4) an affirmative effort should be made to involve minority students in extra-curricular activities and maximize interaction between minorities and whites in such activities; (5) the Student Coordinator in the high school should be used more extensively and effectively; (6) all faculty and administrative personnel assigned to posts requiring close contact with students or supervision of extra-curricular activities should be screened for sensitivity to the needs of different ethnic groups and given special and regularized assistance in the human relations aspect of their duties; and (7) a regularized, official grievance method should be established for all segments of the student body. (Author/JM)

ED 110 569 UD 015 386

A Directory of Title III, ESEA Projects [Arkansas].

Arkansas State Dept. of Education, Little Rock.

Pub Date Jan 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Counseling Programs, *Demonstration Projects, Early Childhood Education, *Educational Improvement, *Educational Innovation, *Federal Programs, Fine Arts, Gifted, Guidance Programs, Instructional Innovation, *Instructional Programs, Mathematics, Physical Fitness, Preschool Programs, Reading Programs, Science Programs

Identifiers—Arkansas, *Elementary Secondary Education Act Title III, ESEA Title III

Forty projects currently funded by Title III ESEA-whose purpose is intended to lie in improvement of education by demonstrating the feasibility of innovations in local school settings—are described in this Directory of Title III, ESEA projects. The projects are listed under the following categories: Early Childhood Education, Fine Arts, Gifted, Guidance and Counseling, Mathematics, Physical Fitness, Readings, Science, Special Education, and Special Instructional Programs. Six of the projects listed are said to be in the planning stage, eighteen in the first year of operation, and sixteen in the second or third year of operation. Project location, along with the name and address of project director are listed for each program to assist in obtaining further information about them. (AM)

ED 110 570 UD 015 387

Brown, Charles A., Comp.

Pacesetters 1973 Evaluation: Idaho Emphasis, Title III ESEA.

Idaho State Dept. of Education, Boise.

Pub Date May 74

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Auditory Training, Communication Skills, Curriculum Development, *Demonstration Projects, *Educational Improvement, *Educational Innovation, Experimental Programs, Federal Aid, *Federal Programs, Instructional Innovation, Instructional Programs, Language Development, Music Education, Parent Participation, Perceptual Development, Program Effectiveness, *Program Evaluation, Special Programs

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Idaho
Twenty-two exemplary and innovative projects to Advance Creativity in Education (PACE), funded by Title III of the Elementary and Sec-

ondary Act of 1965, which serve the role of demonstrating the feasibility of innovations in a local context, are summarized in this evaluation booklet of Title III ESEA Idaho Projects for the 1970 through 1973 school years. Eighteen operating projects are focused upon, along a general format that includes funding level, target group, major objectives, activities to achieve objectives, needs being met, results (evaluation strategy), and recommendations. Four phased-out projects are also examined along this framework. Projects listed include programs focusing on communication skills, rural community education, parent-teacher involvement in counseling, curriculum improvement, curriculum change, bible-guidance, music enrichment, and auditory perceptual language development training. (AM)

ED 110 571 UD 015 388

Profiles of Ohio ESEA Title III Projects, [Ohio].

Status and Progress Report.

Ohio State Dept. of Education, Columbus.

Pub Date 1 Mar 75

Note—110p.; Eight pages of photographs have been deleted from this document for reproducibility reasons

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Career Education, *Demonstration Projects, Developmental Programs, *Educational Improvement, *Educational Innovation, Federal Aid, *Federal Programs, Individual Development, Information Dissemination, Instructional Improvement, Learning Activities, Physical Education, Physical Recreation Programs, Program Development, Program Effectiveness, Program Evaluation, Program Improvement, Recreational Programs, State Boards of Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Ohio

Ninety-one projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility and practicality of educational improvements, are summarized and highlighted in this project status and progress report of Ohio ESEA Title III programs. Projects are broken down according to seven categories which in most instances are said to correspond to the six statewide goals adopted by the State Board of Education in June of 1973: basic academic skills, capabilities of aesthetic experience, career education, personal development, institutional support systems, learning to be a learner, physical fitness, and recreation and mental health. Another categorization, adaptation projects, includes 6 programs with procedures for implementation at reasonable cost. These programs are based on six earlier Title III projects. Eight Title III projects that have been certified by out of state evaluation teams as having met or exceeded rigorous standards of educational excellence in a national validation process are being considered for national dissemination. It is asserted that in 1975, Ohio became the first state to offer proven, carefully evaluated educational designs for adaptation to individual school districts through ESEA Title III. (Author/AM)

ED 110 572 UD 015 389

Watson, John S.

An Inventory of ESEA Title III Projects, FY 1974 [Delaware].

Delaware State Dept. of Public Instruction, Dover.

Pub Date Jul 74

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Demonstration Projects, *Educational Improvement, *Educational Innovation, Educational Programs, Federal Aid, *Federal Programs, Information Dissemination, Instructional Improvement, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement

Identifiers—Delaware, *Elementary Secondary Education Act Title III, ESEA Title III

Forty-eight projects funded by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are the focus of this inventory of ESEA Title III projects for the State of Delaware, fiscal year 1974. Sixteen operating projects are

described in Part I of this document, in terms of target population, objectives, activities, and findings up to date. Information pertaining to personnel, organization, target groups, and funding, along with narratives of program highlights and photos, are also provided. Part II describes two U.S. Office of Education funded projects said to hold promise for making a substantial contribution to the solution of critical educational problems. Thirteen projects terminated in fiscal year 1973 are described and accompanied by evaluation findings in Part III. Part III also includes nineteen projects terminated prior to fiscal 1973 depicted in an information-chart form. A Project Index (by subject) along with a map of project sites and an on-site visitation form are included. Five school districts, recipients of special honors and awards on a national level, are listed with their project title, director, and awards. (AM)

ED 110 573 **UD 015 390**

Building Foundations for Educational Change:

Wisconsin Title III ESEA, 1975.

Wisconsin State Dept. of Public Instruction,

Madison.

Pub Date Dec 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—American Indians, Career Education, Computer Assisted Instruction, *Demonstration Projects, Early Childhood Education, *Educational Improvement, *Educational Innovation, *Educational Programs, Educational Television, *Federal Programs, Fine Arts, Gifted, Handicapped Children, Instructional Improvement, Preschool Programs, Program Effectiveness, Program Evaluation, Program Improvement, Reading Programs, Rural Schools, Secondary Education, Social Studies

Identifiers—Computer Managed Instruction, *Elementary Secondary Education Act Title III, ESEA Title III, Wisconsin

Sixty-three projects, forty-five of which were approved and funded during fiscal year 1974 by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of education innovations, are highlighted in this document about Wisconsin ESEA Title III exemplary ESEA programs. New and ongoing projects are divided into the following categories: alienation (3), career education (10), computer assisted education (3), computer managed instruction (3), early childhood education (4), education of the handicapped (8), educational television (4), fine arts (3), gifted education (3) Indian education (1), reading programs (6), rural schools (1), secondary education (5), social studies (3), and educational centers (6). (The figures in parentheses refer to the number of school districts demonstrating programs in each of the categories). A list of publications available from Wisconsin Title III ESEA are included. (AM)

ED 110 574 **UD 015 391**

Innovative and Exemplary Projects in Missouri

Schools (Title III, ESEA).

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date Aug 74

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Demonstration Projects, Developmental Programs, *Educational Improvement, *Educational Innovation, *Educational Programs, Federal Aid, *Federal Programs, Instructional Improvement, Program Development, Program Effectiveness, Program Evaluation, Program Improvement

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Missouri

Forty-eight projects funded by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are described in this document about Missouri ESEA Title III exemplary programs. Nineteen projects completing the third year of operation, thirteen completing the second year, and sixteen new projects completing the first year of operation of the proposed three year project period provide the categorizations. As of July 1, 1974, eighteen new projects were funded and began the first year of operation of a two or

three-year project period. Among the programs and projects described are: children's learning centers for those with learning disabilities, extended class time, conceptually oriented mathematics, drug abuse education, improving teacher competency, improving reading and language arts skills, volunteers in education, reading diagnostic center, guidance to facilitate behavioral change, children's reading clinic, environmental ecological education, typing instruction, right to read, computer managed individualized learning, early childhood education, and career education. Beginning projects are briefly described in a separate supplementary section. (Author/AM)

ED 110 575 **UD 015 392**

Profiles of Innovative Exemplary School Programs

in Kentucky (1974-75).

Kentucky State Dept. of Education, Frankfort.

Pub Date 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Change, Strategies, Curriculum Development, *Demonstration Projects, Developmental Programs, Early Childhood Education, Educational Diagnosis, *Educational Improvement, *Educational Innovation, Educational Strategies, Environmental Education, Federal Aid, *Federal Programs, Handicapped Children, Inservice Education, Instructional Improvement, Mentally Handicapped, Mobile Educational Services, Program Development, Program Effectiveness, Program Evaluation, Program Improvement, Staff Improvement

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Kentucky

Eleven projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility of education innovations, are sketched in this booklet of exemplary and innovative school programs in Kentucky. Programs are categorized according to regions, and focus on: regional innovations and services for education; an operational design to facilitate change within a region; early diagnosis of disabilities through inservice training; diagnostic instruction; open non-graded career and environmental programs; environmental and early childhood education; curriculum and staff development and supplementary educational services; application of computer concepts for elementary and secondary schools; year-round school; success for the handicapped (homebound) pupils and model resource room for mentally handicapped pupils; and a statewide facilitator project. Added emphasis is said to have been placed upon evaluation, dissemination of public information and program development, adoption of exemplary programs, and both money and program accountability. Two ESEA Title III funded projects in Kentucky's Region II and III have been validated as being worthy of widespread dissemination. (Author/AM)

ED 110 576 **UD 015 393**

Explorations: Title III ESEA Programs in Iowa.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 74

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Career Education, Computer Assisted Instruction, Curriculum Development, *Demonstration Projects, *Educational Improvement, *Educational Innovation, Environmental Education, Federal Aid, *Federal Programs, Gifted, Individualized Instruction, Inservice Education, Instructional Improvement, Interdisciplinary Approach, Learning Disabilities, Media Technology, Preschool Programs, Program Evaluation, Program Improvement, Talent

Identifiers—Computer Managed Instruction, *Elementary Secondary Education Act Title III, ESEA Title III, Iowa, Minicourses, Needs Assessment

Seventy projects funded by the Elementary and Secondary Education Act, Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are described in this document about Iowa Title III exemplary programs. Projects are subdivided according to planning grants, operational grants, guidance projects, and special programs and pro-

jects. They encompass the areas of career education, computer assisted instruction, computer managed instruction, curriculum development, educationally disadvantaged, environmental education, gifted and talented, individualized instruction, inservice training, interdisciplinary studies, learning disabilities, media, minicourses, needs assessment, preschool reading, and special education. (AM)

ED 110 577 **UD 015 394**

Title III in Oklahoma (1973-74).

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 74

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Accountability, Affective Objectives, Cognitive Objectives, Counseling Programs, Curriculum Development, *Demonstration Projects, Dropout Prevention, Early Childhood Education, *Educational Improvement, *Educational Innovation, Educational Strategies, Environmental Education, Federal Aid, *Federal Programs, Guidance Programs, Individualized Instruction, Instructional Improvement, Interdisciplinary Approach, Program Evaluation, Program Improvement, Psychomotor Objectives, Psychomotor Skills, Team Teaching

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Minicourses, Oklahoma

Eighteen projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility of educational innovations, are described in this booklet developed as a dissemination project by Title III in Oklahoma. Programs described are said to have the common theme of increased learning by students, with emphasis on the recognition of individual needs, abilities, and desires, and improved teacher performance. Included among them are: accountability, minicourse, modular team teaching, multiphased individualized instruction, elementary development, guidance and counseling, innovative educational services, early childhood education, inter-disciplinary environmental approach, cognitive-affective-psychomotor programs, and models and strategies to improve education. A listing of fourteen additional programs funded for fiscal year 1974-1975 is provided. (Author/JM)

ED 110 578 **UD 015 406**

Zisman, Paul M.

Economic and Social Success of Urban

Spanish-Speaking Immigrants. Final Report.

Catholic Univ. of America, Washington, D.C.

School of Education.

Spons Agency—National Center for Educational

Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Bureau No.—BR-2-C-099-FR

Pub Date Nov 73

Grant—OEG-3-72-0052

Note—223p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Academic Achievement, Demography, Educational Experience, Educationally Disadvantaged, Field Interviews, *Immigrants, Job Development, Males, Manpower Development, Manpower Needs, Manpower Utilization, Participant Characteristics, Social Mobility, *Socioeconomic Status, *Spanish Speaking, Unemployment, *Urban Areas

Identifiers—District of Columbia

This cross-cultural research study, on 82 randomly sampled male urban Spanish speaking immigrants in the District of Columbia, analyzes the relationship of the immigrants' native educational attainment to occupation and to income, to assess their manpower utilization, and to make recommendations for manpower training programs. Data on economic and social characteristics found the immigrants to be more similar to the black population rather than to the Spanish speaking and white populations in the District of Columbia. A positive relation is said to exist between native education and economic success, as measured by occupation and earnings, with the first job in the native country mediating between education and economic success. Immigrants are found to be underutilized in their U.S. occupations as compared with those held in their native

countries, and those immigrants having completed a secondary education were found to be under represented in white collar positions when compared with nonimmigrants. The development of policies leading to facilitation of the tendency of immigrants to shift from the service occupations to blue collar occupations which conform to their previous experience is recommended. Chapters include background and related research, sampling procedures, characteristics of the samples, education and economic success, manpower utilization, and conclusions and recommendations. Instruments utilized are included in the appendices. (Author/AM)

ED 110 579 UD 015 407
Scott, Robert A.

The Opening of Admissions: Implications for Policies and Procedures.

Pub Date Sep 75

Note—22p; Paper presented at the International Conference on Higher Education (3d, University of Lancaster, England, September 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Standards, *Case Studies (Education), *College Admission, Educationally Disadvantaged, Educational Opportunities, *Equal Education, Higher Education, *Open Enrollment, Universal Education, Universities

Identifiers—Chicago, Illinois, Roosevelt University

This address focuses on the topic of open admissions and its implications for policies and procedures. A discussion, defining terms like excellence, equality, and open admissions, initiates a brief examination of issues such as institution-based and individual-based barriers to postsecondary schooling, the organization of college admissions—its trends and pressures—and the widening of access to further schooling. The results of this discussion are subsequently utilized to examine a single institution's policies and procedures. In Roosevelt University, a case study for open admission is presented through a detailed description of the setting, organization, admissions overview, admissions and barriers, and a measurement of the degree of openness. Roosevelt University is said to represent a notable example of a private college doing its part to effect dramatic social change in the opening of admissions, by showing that policies can be fair, and procedures both humane and efficient—while at the same time accomplishing the goals for which they are established. The key to the opening of admissions is said to consist in the guarantee of mobility, not in the promise of placement into a program that is beyond the scope of one's training and grasp. (Author/AM)

ED 110 580 UD 015 408
Racial and Ethnic Survey '74-'75.

Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date 1 Jun 75

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—American Indians, Anti Segregation Programs, Asian Americans, Bilingual Education, Demography, Disadvantaged Youth, *Ethnic Distribution, Federal Programs, Negro Students, Racial Composition, *Racial Distribution, Racial Integration, *School Personnel, Spanish Americans, *State Surveys, *Student Enrollment

Identifiers—Civil Rights Act 1964 Title IV, Lau v Nichols, *Oregon, Prime Model, Program Research in Multicultural Education Model, Russians

This document, presenting a statewide racial and ethnic survey by determining the distribution and composition of student enrollments and school personnel in local districts, is said to represent the most comprehensive effort attempted by Oregon's Title IV Unit, whose purpose is said to lie in improving the quality of services to target clients, and in encouraging districts to adopt and implement comprehensive integration programs. A section on equal educational opportunity and perspectives provides information on desegregation, integration and the law, state authority, and the state education department's responsibility. Also listed in this section are the components and objectives of the Program Research in Multi-Cultural Education

Model (PRIME Model), which is said to have been developed to eliminate racial isolation. The survey data is presented in seven tables that are subsequently summarized. A statement on Lau et al v. Nichols, in which a precedent for assistance to cultural and linguistically different children was established, is made in reference to Oregon school districts with a significant enrollment of culturally different students. Three districts are currently operating bilingual education programs. Maps, along with county totals, grade totals, school district totals, and personnel totals, are provided. (Author/AM)

ED 110 581 UD 015 409
McKenney, Nampoe D.R. And Others

The Social and Economic Status of the Black Population in the United States 1974. Current Population Reports, Special Studies, Series P-23, No. 54.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jul 75

Note—199p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.50, paper)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Armed Forces, Birth Rate, *Census Figures, Crime, Educational Trends, Elections, Family Structure, Health Conditions, Housing Patterns, *Income, Labor Force, *National Demography, *Negro Population Trends, Population Distribution, Social Class, Social Influences, *Social Status, Sociocultural Patterns, *Socioeconomic Status

This population report presents current census and other governmental and private agency statistics on the demographic, social, and economic characteristics of the black population in the United States for 1974. Recent trends dating from 1970 to 1974 (and in the case of income and labor force, including early 1975 figures) are examined for population distribution, income, labor force and business ownerships, education, family composition and fertility, health, housing, voting, elected officials, armed forces, and other major aspects of life, such as crime, victims, and offenders. Data analysis indicates advances in the areas of education, health, and in election to public office. Changing family composition and work experience patterns of family members, inflation, and the downturn in the economy were found to impede progress in the areas of income and employment. The economic recession that began in 1974 and inflation were found to have serious effects on both whites and blacks, causing a sharp rise in unemployment rates, the erosion of income levels, and an increase in the number of white poor; poverty level, however, remained unchanged for blacks. The area of unemployment was said to be hardest hit by inflation. Appendixes include definitions and explanations for various terms such as food stamps, black-owned businesses, and others. Sources and reliability of data are also provided. (Author/AM)

ED 110 582 UD 015 410
Featherman, David L. Hauser, Robert M.

Sexual Inequalities and Socioeconomic Achievement in the U.S., 1962-1973.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C. RANN Program; Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-275-75

Pub Date Jun 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, *Achievement Gains, Civil Rights, *Employment Opportunities, Equal Opportunities (Jobs), Equal Protection, Family Background, Income, Occupational Mobility, *Sex Differences, *Sex Discrimination, *Socioeconomic Status

Identifiers—Occupational Changes in a Generation Survey, Socioeconomic Achievement

This paper on sexual inequalities and socioeconomic achievement in the U.S. addresses the question of change in the processes of socioeconomic allocation for men and women

during the period 1962-73. Data comparing married spouse-present men and their wives are drawn from an analysis of the 1962 socioeconomic stratification study, "Occupational Changes in a Generation," and its subsequent 1975 replication. An examination of occupation, education, and earnings showed socioeconomic improvements for both men and women. Women were found to have attained more schooling, but their achievements appeared less associated with the circumstances of their families or origin than did those of men. Although little evidence of inequality of opportunity by sex for educational and occupational attainments between 1962 and 1973 was found, equality of economic opportunity for women did not follow this pattern, as the process of earning attainment was found to be sharply different for the sexes, with men deriving greater benefits from family origins, education, and occupational standing. Earning returns to education were larger for both sexes. The notion of a declining socioeconomic importance of schooling was not supported by the data. These increases in the occupational and economic returns to schooling are said to support the notion that change is in the direction of the meritocracy, while the relative bearing of education versus family factors is said to be shifting to universalism. (Author/AM)

ED 110 583 UD 015 411

Wolff, Laurence

Why Children Fail in First Grade in Rio Grande do Sul: Implications for Policy and Research.

Agency for International Development (Dept. of State), Rio de Janeiro (Brazil).

Pub Date 17 Oct 70

Note—44p.

Available from—Office of Human Resources, U.S. Agency for International Development, Rio de Janeiro, Brazil (Price not quoted)

EDRS Price MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Failure, Educational Policy, Elementary School Students, Family Background, Family Characteristics, Family Environment, Family School Relationship, *Grade 1, *Policy Formation, *Research Needs, Research Problems, School Environment

Identifiers—*Brazil, Rio Grande do Sul

This study, exploring why first grade children from Rio Grande do Sul, Brazil, fail in school, utilized computerized techniques of statistical analysis to measure the relationships of various school and family characteristics with student achievement. Four types of schools—urban state, rural state, municipal, and private—were used to test the effect of student achievement as measured by parents, supervisors, school, principal, teacher, and class, on the dependent variables of age, and repetition on pass rates and dropout rates. A model for effects on student achievement was said to include three types: school only, parents only, and the interaction of specific parent and school characteristics. The effects of school alone were found to be low for all types of schools, while 75 percent or more of the explained variance in grades in language was based directly or indirectly on measures of the socioeconomic background of the child, such as mother and father's occupation, father's educational level, and the number of textbooks. Two areas of recommendation focused on were: (1) the development of educational policies to improve student achievement by changing internal characteristics such as the distribution of books and improvement of teacher training, and (2) the need for additional research to refine and test further hypotheses arising through the study. (Author/AM)

ED 110 584 UD 015 412

Galloway, Lawrence L. And Others

Evaluation of the 1973-1974 Issaquah Re-Entry Program.

Issaquah School District 411, Wash.

Pub Date 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Disadvantaged Youth, *Dropout Programs, *Dropout Rehabilitation, *Educational Diagnosis, Federal Programs, *Individualized Instruction, Mathematics Instruction, *Program Evaluation, Vocational Counseling

Identifiers—California Test of Basic Skills, Elementary Secondary Education Act Title I, ESEA Title I, Isaquah Re Entry Program, Washington

This document presents an evaluation of the 1973-74 ESEA Title I funded Isaquah Re-entry Program, providing continuing educational opportunities for divergent youth who had dropped out of regular secondary schools in their area. Program objectives consisted of specifications of problems to be overcome and their possible solutions. Among objectives cited are the identification, contact, and counseling of 50 dropouts, 40 of whom would be enrolled in the program. Percentage requirements for class attendance and satisfactory grades, along with the development of vocational goals for each student are also specified. Two major accomplishments of the program are said to be the specific identification of mathematics skills deficiencies for each student and teachers' increased awareness of the needs and requirements for a management system for individualizing instruction. The lack of clear comprehensive data is said to be due to initial problems with the diagnostic tool, incomplete diagnosis of students, and teachers' lack of understanding concerning the role of management. Among recommendations made are the revision and improvement of diagnostic materials and program record-keeping procedures, along with student involvement in the assessment of his/her learning need. Course descriptions, school schedules, a yearly progress report on program objectives, and student, staff, and parent questionnaires are included. (Author/AM)

ED 110 585

UD 015 415

Jablonsky, Adelaide, Comp.

School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—400-75-0008

Note—193p.; ERIC-CUE Doctoral Research Series, Number 10, July 1975
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N. Y. 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Community Involvement, Court Litigation, *Doctoral Theses, Educational Finance, Parent Influence, Private Schools, Research, *School Integration, *School Organization, School Segregation, Student Attitudes, Teacher Attitudes

One hundred and twenty-eight documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on School Desegregation and Organization. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International dating from 1965 through 1973. The topics covered under Desegregation include the Courts and the Law, Impact on Staff, Impact on Students, Impact on Schools, and Impact on Parents and Community. Community and Culture, Finance, Evaluation, Staff, School Climate, History and the Law, and Private Schools subdivide the School Organization area. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutions indexes are also provided. (AM)

ED 110 586

UD 015 416

Bobson, Sarah, Comp.

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—400-75-0008

Note—90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Education, Compensatory Education, *Educationally Disadvantaged, English (Second Language), *Ethnic Groups, Latin American Culture, Migrants, *Puerto Rican Culture, *Puerto Ricans, Race Relations, Social Characteristics

Responding to the special educational needs presented by an increasing number of Puerto Ricans residing in the U.S. mainland, this ERIC Clearinghouse on Urban Education annotated bibliography covers a span of 442 documents directed to educators concerned with meeting the critical pedagogical needs of children and youth from this ethnic minority. Seven sections, whose assigned titles adequately convey their individual contents, comprise the body of the bibliography. The sections are as follows: General Information, Historical Perspective/Background Information on Puerto Rico, Inservice Education/Inservice Workshops, Puerto Ricans and the Schools, Sociological Analysis, Spanish Language Texts, and Bibliographies. The sections on (I) Puerto Ricans and the Schools, and (II) Sociological Analysis are further divided into subsections; the former delimits the topic into General Information, Bilingualism/Bilingual Education Programs/TESL, Reading Instructions, Compensatory Education, Ethnic Studies, Curriculum Guides/Resource Units, and Counseling and Personnel Services, while the latter subdivides its area into General Information, Socioeconomic Status, Census Reports, Racism/Race Relations, Rural Populations Migrants, and Politics/Political Activism. (AM)

ED 110 587

UD 015 436

Jablonsky, Adelaide, Comp.

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. ERIC/CUE Doctoral Research Series No. 12.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—120p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Abstracts, African American Studies, *Annotated Bibliographies, Art, *Curriculum, Curriculum Research, *Doctoral Theses, Drama, Ethnic Groups, Ethnic Studies, Health, *Instruction, Instructional Materials, Language, Mathematics, *Minority Groups, Music, Physical Education, Recreation, Research, Sciences, Social Studies, Tutoring, Vocational Education
Seventy-nine documents comprise this ERIC-CUE comprehensive annotated bibliography. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International dating from 1965 through 1973. The topics covered include Social Studies; Black Studies; Mathematics; Science; Vocational Education; Music; Art; Drama; Health, Physical Education, and Recreation; Foreign Languages; Tutoring and Individualized Instruction; and Other Curriculums. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 588

95

UD 015 437

Rebell, Michael A.

Legal Rights and Remedies of High School Dropouts and Potential Dropouts. Urban Disadvantaged Series, No. 44.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-400-74-0008

Note—61p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Boards of Education, Civil Rights, Court Litigation, Dropout Problems, Dropout Programs, *Dropouts, *Equal Education, *Equal Protection, *Legal Aid, Legal Problems, *Legal Responsibility, Potential Dropouts, Student Rights

Identifiers—New York City Board of Education

This paper on the legal rights and remedies of high school dropouts and potential dropouts is a study of the plight of the substantial number of students who drop out of the New York public school system before considering high school graduation. Further, it questions the availability of legal rights to students and parents. Three sections constitute the document: (1) an introduction discussing the nature and magnitude of the problems; (2) an analysis of the manner in which the Board of Education violates New York State laws by failing to provide adequate staff for attendance services, employment certificate procedures, auxiliary schools or dropout referral programs, and suspension and exemption procedures; and (3) an examination of the constitutional right to a suitable education for all educationally deprived students. The latter section is analyzed in terms of a number of recent legal cases concerning handicapped children, non-English speaking students, and State institution patients, which cases are said to establish precedents for asserting a right to a meaningful educational opportunity. A discussion of what are labeled as manageable standards for effectuating judicial relief, considered under the specific headings of equal resources, bona fide efforts to provide suitable education, and attainment of minimum education standards, is included in the summary. (Author/AM)

ED 110 589

95

UD 015 438

Jablonsky, Adelaide, Comp.

Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series, No. 11.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-400-75-0008

Note—253p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Behavior Theories, Bias, Community Attitudes, *Doctoral Theses, Elementary Grades, Family (Sociological Unit), Locus of Control, *Minority Group Children, Motivation, Preschool Children, Primary Grades, Psychological Studies, Race Relations, Reinforcement, Rewards, Secondary Grades, Self Concept, Testing, Tests, *Youth Problems

Identifiers—Personal Problems

One hundred and eighty-two documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on social and psychological studies of minority children and youth. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topics include psychological theories, tests and testing, race and prejudice, incentives, rewards and reinforcement, families and community attitudes and behavior, personality, self concept (preschool, primary, elementary, secondary), locus of control, and personal problems. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 590

UD 015 439

Baratz, Joan C.

A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C.; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."

District of Columbia Public Schools, Washington, D.C.; Lawyers' Committee for Civil Rights Under Law, Washington, D.C.; Syracuse Univ. Research Corp., N.Y.

Spons Agency—District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—NE-G-00-3-0201

Note—256p.; For related documents, see UD 015 440-441

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Civil Rights, Court Litigation, Educational Finance, *Elementary Schools, *Equal Education, Equalization Aid, Expenditure Per Student, Federal Aid, Full State Funding, *Metropolitan Areas, Nondiscriminatory Education, Racial Integration, *Resource Allocations, School Districts, School District Spending, Urban Areas

Identifiers—Bolling V Sharpe, District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I, Hobson (Julius), Hobson V Hansen, Milliken V Bradley, Program Critiques This report presents an examination of the history of the interaction of the courts and the school administration in their quest to provide an equal educational opportunity to the children of the District of Columbia, especially in the latter's efforts to comply with a court decision which ordered the system to equalize per pupil expenditures in the elementary school. A series of developments, namely, the events leading up to Hobson I, response to Hobson I by the schools, Hobson II and the schools' response, and evaluation of the D.C. Public Schools implementation of Hobson II, and recommendations for further efforts toward achieving equal educational opportunity in the schools, are some of the topics discussed in the seven sections constituting this study. They are arranged as follows: introduction, the setting, events on the road to equalization, the management of implementation, resource allocation in selected D.C. Schools, a case study (1971-74), alternatives, and concluding remarks. A critique of this report prepared by the Public Schools of the District of Columbia, said to highlight particular problems with this report, and to offer information clarifying some of the misleading interpretations, is attached as part of this report. (Author/AM)

ED 110 591 95 UD 015 440

Equalization—A Report on Compliance with Two Court Decisions in the District of Columbia: Final Report; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."

District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—NE-G-00-3-0201

Note—84p.; For related documents, see UD 015 439 and 015 441

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Civil Rights, *Court Litigation, Educational Finance, Elementary Schools, *Equal Education, *Equalization Aid, Expenditure Per Student, Federal Aid, Full State Funding, *Metropolitan Areas, Nondiscriminatory Education, Racial Integration, Resource Allocations, School Districts, School District Spending, Urban Areas

Identifiers—Bolling V Sharpe, District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I, Hobson (Julius), *Hobson V Hansen, Milliken V Bradley, Program Critiques This report, concerning compliance with the 1967 and 1971 court decisions on equal educational opportunity in the District of Columbia, summarizes the results of the first part of a two-part study, which examines the District of Colum-

bia's Public School systems experiences resulting from the decrees on equalization expenditures in the elementary school. Citing the examination of the court's influence on educational policy as a major objective, the report examines topics such as court orders, the district's response, what happened in the schools, and alternatives to the decree, including the establishment of a centralized information system, a single equalization office, and suggested procedures for their accomplishment. Although court intervention is said to have ended the "tracking system", along with a reduction in overcrowding in one area of the city, integration of faculty, and improvements in both the data base and the allocation of resources, the educational achievement of children in the D.C. public schools is said to not have improved demonstrably since the initiation of the Julius Hobson suit against the system. A critique of Joan C. Baratz's original evaluation report, said to highlight particular problems with this evaluation and to offer information to clarify some of the misleading interpretations made, is attached as part of this report. (Author/AM)

ED 110 592 UD 015 441

Leader, Joyce

A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."

District of Columbia Public Schools, Washington, D.C.

Pub Date Jul 75

Note—27p.; For related documents, see UD 015 439-440

Available from—Not available separately; See UD 015 439 and UD 015 440

Document Not Available from EDRS

Descriptors—Civil Rights, Court Litigation, Educational Finance, *Elementary Schools, *Equal Education, Equalization Aid, Expenditure Per Student, Federal Aid, Full State Funding, *Metropolitan Areas, Nondiscriminatory Education, Racial Integration, *Resource Allocations, School Districts, School District Spending, Urban Areas

Identifiers—Bolling V Sharpe, District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I, Hobson (Julius), *Hobson V Hansen, Milliken V Bradley, Program Critiques This critique by the District of Columbia's Public School System of a report said to represent an attempt to evaluate the experiences of the District of Columbia Public School System in its effort to comply with a court decision, which ordered the system to equalize per pupil expenditures in the elementary school, presents highlights of particular problems with the report and purportedly offers information clarifying some of the so-called misleading interpretations made. Sections entitled societal context, educational considerations, equalization implementation procedures, analysis of the impact of equalization, fundamental questions, and conclusion, are said to refute pertinent data in the evaluation report while clarifying the District's position. Procedural recommendations made in the original evaluation report were said to be already in effect, except for those considered either irrelevant to the court order, or those that would have required an infusion of unavailable resources, given the prevailing budgetary constraints. The evaluation report's conclusion that it is possible for the school system to comply with both formulas, and the report's focus on the equalization decree and on Title I's guidelines, are said to be based on hypothetical models so far removed from sound educational practice and school system policy as to be unrealistic. (Author/AM)

ED 110 593 95 UD 015 442

Jablonsky, Adelaide, Comp.

Reading and Language Arts Curriculum for

Minority Groups: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series No. 13.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-400-75-008

Note—148p.

Available from—Institute for Urban and Minority Education, Box 40, Teacher's College, New York, New York 10024 (\$2.50 paper)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Students, Child Language, Curriculum, *Doctoral Theses, Elementary Education, *Language Arts, Language Instruction, *Minority Groups, Negro Dialects, Negro Literature, Preschool Children, *Reading Ability, Secondary Education

Identifiers—Black English, Black Language Arts

One hundred and nineteen documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on reading and language arts curriculum for minority groups. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topical areas included are: reading (preschool, elementary, and secondary), language of children, teaching of language arts, bilingual students and programs, language arts books, black dialect, black English, and black literature. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 594 95 UD 015 500

Jayatilake, Raja

The Education of Asian Americans: A Bibliography. Urban Disadvantaged Series, No. 43.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

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Descriptors—*Annotated Bibliographies, *Asian Americans, Bilingual Education, Chinese Americans, *Educational Problems, *Educational Status Comparison, Ethnic Groups, Family Background, Filipino Americans, Japanese Americans, Korean Americans, Migration, Minority Groups

Identifiers—Burmese Americans, Cambodian Americans, Hawaiians, Indonesian Americans, Malayan Americans, Samoan Americans

This partially annotated bibliography on the education of Asian Americans is said to serve the purpose of contributing to the understanding of a mostly heterogeneous population that includes subgroups such as Filipinos, Chinese, Japanese, Koreans, East Indians, Vietnamese, Indonesians, and others. Documents on these Asian American ethnic groups and their education were identified by means of a computer search of the ERIC data base through 1974 and a manual search of items from January 1975 through July 1975. Brief annotations accompany documents drawn from this source. Most of the other references were said to be found in journals, books, documents, and reports not in the ERIC system, and are unannotated. The 396 items are arranged in alphabetical order by author, editor, compiler, or institutional source, and cover such areas as educational status, bilingual education, the effects of family life, effects of migration, adjustment problems, race relations, and personality characteristics. A subject index to the citations is included. (Author/AM)

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Abbreviations

Sequenced Contractions and Abbreviations for Model 2 Reading.

ED 109 607

Abstracts

T and D Abstracts: Volume 13—1975: Continuation of CIRF Abstracts.

ED 109 388

Technical Report Bibliography.

ED 110 305//

Academic Achievement

A Comparative Analysis of Achievement and Attitudes of Twelfth Grade PSSC Physics Students When They Receive as Opposed to When They Do Not Receive Behavioral Objectives Prior to Instruction.

ED 110 312//

A Comparison of Two Methods of Teaching Molecular Architecture to High School Chemistry Students.

ED 110 314//

Determinants of Educational Performance in Southern Brazil.

ED 110 250

Development and Validation of an Instrument for Measuring Attitudes of Primary Students in a Large Urban School System.

ED 110 475

Educational Attainment of American High School Seniors in 1960, 1965, and 1972: Feasibility Study. Final Report. Report No. PR-75-13.

ED 110 512

Education and Economic Success of Urban Spanish-Speaking Immigrants. Final Report.

ED 110 578

Factors Perpetuating the Low Academic Status of Chicano High School Students. Research and Development Memorandum No. 138.

ED 110 241

An Investigation of the Effects of Selected Aspects of Individualized Instruction on the Achievement of Students.

ED 110 124

Is Differential Access to School an Important Factor in Student Outcomes? Report No. 195.

ED 110 534

La Frequentation Scolaire au Quebec 1966-1986. Documents Demographique Scolaire 9-20 (School Attendance in Quebec 1966-1986. Scholastic Demographic Document 9-20).

ED 109 782

La Frequentation Scolaire dans la Region du Bas-Saint-Laurent-Gaspesie 1966-1986. Documents Demographique Scolaire 9-21 (School Attendance in the Region of Bas-Saint-Laurent-Gaspesie 1966-1986. Scholastic Demographic Document 9-21).

ED 109 783

La Frequentation Scolaire dans la Region du Saguenay-Lac-Saint-Jean 1966-1986. Documents Demographique Scolaire 9-22 (School Attendance in the Region of Saguenay-Lac-Saint-Jean 1966-1986. Scholastic Demographic Document 9-22).

ED 109 784

La Frequentation Scolaire dans la Region de Quebec 1966-1986. Documents Demographique Scolaire 9-23 (School Attendance in the Region of Quebec 1966-1986. Scholastic Demographic Document 9-23).

ED 109 785

La Frequentation Scolaire dans la Region des Trois-Rivieres 1966-1986. Documents Demographique Scolaire 9-24 (School Attendance in the Region of Trois-Rivieres 1966-1986. Scholastic Demographic Document 9-24).

ED 109 786

La Frequentation Scolaire dans la Region des Cantons-de-L'est 1966-1986. Documents Demographique Scolaire 9-25 (School Attendance in the Region of the Cantons-de-L'est 1966-1986. Scholastic Demographic Document 9-25).

ED 109 787

La Frequentation Scolaire dans la Region de Montreal et dans ses Sous-Regions 1966-1986. Documents Demographique Scolaire 9-26 (School Attendance in the Region of Montreal and of its Suburbs 1966-1986. Scholastic Demographic Document 9-26).

ED 109 788

La Frequentation Scolaire dans la Region de L'Outaouais 1966-1986. Documents Demographique Scolaire 9-27 (School Attendance in the Region of the L'Outaouais 1966-1986. Scholastic Demographic Document 9-27).

ED 109 789

La Frequentation Scolaire dans la Region du Nord-Ouest 1966-1986. Documents Demographique Scolaire 9-28 (School Attendance in the Region of the North-West 1966-1986. Scholastic Demographic Document 9-28).

ED 109 790

La Frequentation Scolaire dans les Regions de la Cote-Nord et du Nouveau-Quebec 1966-1986. Documents Demographique Scolaire 9-29 (School Attendance in the Regions of La Cote-Nord and of Nouveau-Quebec 1966-1986. Scholastic Demographic Document 9-29).

ED 109 791

A Measure of Student Involvement in Learning: Time-on-Task.

ED 110 504

A Mertonian Analysis of School Deviance.

ED 110 351

Open Admissions at the City University of New York: A Description of Academic Outcomes after Two Years.

ED 109 966

Personality Correlates of Student-Selected Individualized Instruction.

ED 110 053

The Relationship Between Achievement and Laboratory Skills to the Number of Experiments Performed by the High School Chemistry Student.

ED 110 313//

Relationships Between Classroom Instructional Practices and Child Development.

ED 110 200

Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft.

ED 110 376

Some Biochemical Correlates of Academic Achievement (College Women—Their Eating Habits and Academic Achievement).

ED 110 117

A Study of Overloading in University of Papua and New Guinea (UPNG). E.R.U. Report 14.

ED 110 340

Trends in the Academic Performance of High School and College Students.

ED 109 523

Academic Aspiration

Congruency of Attitudes and Status Attainment: Some Observations on Early Adult Behavior in the Non-Metropolitan South.

ED 110 235

Is Differential Access to School an Important Factor in Student Outcomes? Report No. 195.

ED 110 534

Marital Plans of Women and the Formation of Mobility-Linked Attitudes in the South.

ED 110 204

Residence and the Athletic Participation—Educational Aspiration Hypothesis.

ED 110 268

Academic Failure

Why Children Fail in First Grade in Rio Grande do Sul: Implications for Policy and Research.

ED 110 583

Academic Freedom

Censorship and the Teaching of English.

ED 109 698

Academic Standards

The Development of a Self-Study Model for Non-Traditional Institutions.

ED 109 970

Education and Politics at Harvard.

- ED 109 956//
The Opening of Admissions: Implications for Policies and Procedures.
- ED 110 579
A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit.
- ED 109 412
- Accident Prevention**
Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition.
ED 110 162
- Accountability**
Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress.
ED 109 578
A Report of a Program for Identifying Goals and Behavioral Objectives of Representative Pupil Personnel Programs in the Public Schools of Connecticut.
ED 109 577
- Accounting**
Higher Education Finance Manual 1975.
ED 109 945
- Accreditation (Institutions)**
The Administrative Aspects of Education for Librarianship: A Symposium.
ED 110 051//
Continuing Education Unit: Selected Conference Proceedings (Springfield, Illinois, September 19-20, 1974)
ED 109 413
A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit.
ED 109 412
- Achievement**
Congruency of Attitudes and Status Attainment: Some Observations on Early Adult Behavior in the Non-Metropolitan South.
ED 110 235
- Achievement Gains**
Sexual Inequalities and Socioeconomic Achievement in the U.S., 1962-1973.
ED 110 582
- Achievement Tests**
Abstract: Fall, 1974, South Carolina Statewide Testing Program, Volume 1, Number 15.
ED 110 476
Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual.
ED 110 541
Techniques for Analyzing Test Response Data.
ED 110 496
Trends in the Academic Performance of High School and College Students.
ED 109 523
The Use of Assessment in the Selection of College Students in the United States.
ED 110 497
- Acoustical Environment**
Noise and Sound Control in Open Plan Schools.
ED 109 801
- Acoustics**
Noise and Sound Control in Open Plan Schools.
ED 109 801
- ACT Assessment Program**
Trends in the Academic Performance of High School and College Students.
ED 109 523
- ACT Interest Inventory**
Assessing the Career Interests of College Youth: Summary of Research and Applications. Research Report No. 67.
ED 109 525
- Action for Children's Television**
ACTfacts: A History and Chronology of Action for Children's Television.
ED 109 989//
- Activity Learning**
A Comparison of Three Instructional Approaches Using Manipulative Devices in Third Grade Mathematics.
ED 110 331//
- Adjustment (to Environment)**
Ad Hoc Conference on the Education of Migrants: Information Document Presented by the Council of Europe on Action Taken for the Education and Training of Migrant Workers and Their Families, with Special Reference to the Schooling of Immigrant Children. (Strasbourg, France, November 5-8, 1974).
ED 110 220
Adjustment to Recruit Training.
ED 109 485//
Council of Europe Experimental Special Classes for Migrant Workers' Children, 1972-73 Academic Year. (Gagny, France).
ED 110 229//
Council of Europe Experimental Special Classes for Migrant Workers' Children, Academic Year 1972-73. (Vitry, France).
ED 110 230//
Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Belgium).
ED 110 227//
Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Strasbourg, France).
ED 110 228//
A Course of Study for the Trainable Mentally Retarded: A Guide to Curriculum Development in Elementary and Secondary Schools.
ED 109 852
Language Teaching to Migrant Workers. (Sweden). 1970-71.
ED 110 222//
Pennsylvania's Preparing for a Changing World Instrument: A Validation Study.
ED 110 523
The Social Readjustment for the Remaining Partner.
ED 109 555
The Teaching of Modern Languages to Migrant Workers. (Italy) 1971.
ED 110 221//
The Teaching of Modern Languages to Migrant Workers. (Turkey), 1971-72.
ED 110 223//
The Teaching of Modern Languages to Migrant Workers. (Turkey), 1973.
ED 110 225//
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ED 110 226//
Time Orientation of Young Male First Offenders as a Function of Period of Imprisonment and Race. Criminal Justice Monograph Volume VI, Number 1.
ED 109 571
Today's Child - Tomorrow's World.
ED 110 196
- Adjustment Problems**
Adjustment to Recruit Training.
ED 109 485//
Migration, Adjustment, and Integration of the Indian Into the Urban Environment.
ED 110 233//
- Administration**
The Administrative Aspects of Education for Librarianship: A Symposium.
ED 110 051//
The Future of Higher Education Information Systems: Yesterday's Solutions are Tomorrow's Problems. Proceedings of the 1973 CAUSE National Conference, New Orleans, December, 1973.
ED 110 006
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 1.
ED 110 065
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 2.
ED 110 066
Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 13. Administrative QPCB Task Sort for Medical/Dental Administration.
ED 110 297//
State Plan for Special Education and Services.
ED 109 851
- Administrative Agencies**
An Address Given to American Library Trustee Association.
ED 110 062
- Administrative Organization**
Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report.
ED 110 103
A Study of Minnesota Public Library Services: Costs and Implications. Final Report.
ED 110 061
- Administrative Personnel**
Directing the Cooperative Extension Service. Selected Papers Presented at the National Cooperative Extension Administrative Seminar (7th, Madison, Wisconsin, April 30-May 4, 1962).
ED 109 392
Needs Assessment of Administrators' Professional Development, November 1973.
ED 109 826
The Role of the Superintendent of Schools in Massachusetts. A Handbook for School Committees and Superintendents.
ED 109 818//
- Administrative Problems**
Managerial Case Studies; Special Project.
ED 109 997
- Administrator Attitudes**
The Attitudes of Medical School Administrators Toward Cost Factors Relating to Computer-Assisted Instruction.
ED 110 072
Communication and the Supervisor.
ED 109 382
Management Improvement Strategies in a Multi-School Organization.
ED 109 806
Needs Assessment of Administrators' Professional Development, November 1973.
ED 109 826
- Administrator Characteristics**
Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community Junior Colleges. [Summary Report.]
ED 110 127
An Investigation of the Machiavellianism of Day Care Center Directors in the St. Louis Metropolitan Area.
ED 110 189
- Administrator Education**
Administrator Preparation Programs as Knowledge Utilizers.
ED 109 746
Management Improvement Strategies in a Multi-School Organization.
ED 109 806
Needs Assessment of Administrators' Professional Development, November 1973.
ED 109 826
Problems in Training and Utilizing Urban Education Leadership.
ED 109 737
Volunteer Program Management: A Suggested Community College Curriculum.
ED 110 108
- Administrator Evaluation**
A Semantic Differential for Evaluating Conference Role Performance of Educational Administrators.
ED 110 478
- Administrator Guides**
Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.
ED 110 542
Disseminating Information on Proposal Development and Supportive Services Pertaining to Government Funded Programs.
ED 109 821
Grievance Procedure: Suggested Personnel Policy Guidelines for School Districts.
ED 109 752
The Illinois Program for Evaluation, Supervision, and Recognition of Schools. Circular Series A, Number 160. Revised.
ED 109 813
Kindergarten Handbook.
ED 109 751
The New Federal Wage-Hour, Equal Pay, and Equal Employment Opportunity Laws. Including 1974 Revisions.
ED 109 317//

- A Performance Accountability System for School Administrators. ED 109 778//
- PPBS and Indiana Schools: A Manual for Operationalizing PPBS. ED 109 771
- Administrator Role**
- Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community Junior Colleges. [Summary Report.] ED 110 127
- The Community Resource Component of the Career Education Project: Part 4.2. ED 109 391
- A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975. ED 109 488
- A Performance Accountability System for School Administrators. ED 109 778//
- A Semantic Differential for Evaluating Conference Role Performance of Educational Administrators. ED 110 478
- Administrator Selection**
- Problems in Training and Utilizing Urban Education Leadership. ED 109 377
- Admission Criteria**
- Inter-University Student Selection for English 1974: A Joint Entrance Test Project of the Universities of Joensuu, Jyväskylä and Turku. ED 109 889
- Adolescent Literature**
- B - J Paperback Book Guide. Volume 1, Number 1. ED 109 709//
- Literature for the Adolescent Reader—An Explosion of Reality. ED 109 636
- New Titles for the Adolescent Reader, 1974-75 (Excluding Paperbacks). ED 109 623
- Paperbacks for the Adolescent Reader. ED 109 624
- Adolescents**
- Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Strasbourg, France). ED 110 228//
- Adoption**
- Transracial Adoption Today: Views of Adoptive Parents and Social Workers. ED 110 188
- Adult Basic Education**
- 309b [Adult Education Act] Replication Guide. ED 109 493
- Adult Basic Education in Alabama State University: A Five Year Report. ED 109 442
- Adult Basic Education Teacher Competency Inventory: Virgin Islands. ED 109 337
- Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3. ED 109 642
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 513
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 514
- Food Stamps. Learning Packet No. 2. ED 109 640
- Illinois Journal of Education; Continuing Education. Vol. 62, No. 1. ED 109 389
- Job Application. Learning Packet No. 1. ED 109 641
- Louisiana Adult Education Staff Development Project: Training Manual. Revised Edition. ED 109 380
- Manitoba's Adult Basic Education Program. ED 109 515
- Music as an Educational Tool for the Mentally Handicapped ABE Student. ED 109 305
- A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3. ED 109 594
- Project RFD: Report of External Evaluation Team. ED 109 327
- Project to Teach Educationally Disadvantaged Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children. ED 109 491
- A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V. Phase II—Final Report. ED 109 336
- Adult Counseling**
- Counseling Older Persons: Careers, Retirement, Dying. ED 109 588
- Adult Education**
- Adult Education Staff Development Bibliography; USOE Region 3. ED 109 494
- Canadian Theses in Adult Education: A Look at the '70s. ED 109 490
- Career Education for Adults: Community Resources Module. ED 109 358
- Career Education for Adults: Consumer Economics Module. ED 109 354
- Career Education for Adults: Government and Law. ED 109 357
- Career Education for Adults: Health Module. ED 109 356
- Career Education for Adults: Occupational Information Module. ED 109 355
- Continuing Adult Education; An Annotated Bibliography. ED 109 393
- Cyril O. Haule et la Formation Continue des Professionnels: Notes d'Entrevue et Morceaux Choisis. (Cyril O. Houle and Continuing Professional Education: Interview Notes and Selected Excerpts). ED 109 454
- Directory of Adult Education Agencies in Egypt. ED 109 359
- Educational and Retraining Needs of Older Adults. Final Project Report. ED 110 132
- The Evaluation of Adult High Schools: An Engine for School Improvement. ED 109 405
- Illinois Journal of Education; Continuing Education. Vol. 62, No. 1. ED 109 389
- Languages for Adults. ED 109 374//
- Law Everyone Should Know. Adult Course Outline, 1974 Revision. ED 109 478
- Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428. ED 109 306
- Materials and Methods in Adult Education. ED 109 421//
- Modern Language Learning in Adult Education. ED 109 878
- Proceedings of the Patterns Seminar (Rochester Institute of Technology, April 10-11, 1975). ED 110 112
- A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit. ED 109 412
- Supplemental Literature Resource for Adult Career Education Counseling and Guidance. ED 109 379
- Video Programs; A Source Guide of Organizations Distributing Video Programs for Use in "Adult Education". ED 109 987//
- Women in the Profession of Adult Education. ED 109 473
- Adult Education Programs**
- 309b [Adult Education Act] Replication Guide. ED 109 493
- Continuing Education Unit; Selected Conference Proceedings (Springfield, Illinois, September 19-20, 1974) ED 109 413
- A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975. ED 109 488
- A Four-Year Follow-Up Study of the Forty-One Graduates—Class of 1971 of the Jackson County [Iowa] Adult Evening High School Completion Program. ED 109 466
- The Impact of Non-Traditional Educational Services Upon Learners Having Special Educational Requirements. A Follow-Up Study of Urban Educational Center Students. ED 109 495
- An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254. ED 109 394
- Project RFD: Report of External Evaluation Team. ED 109 327
- Adult Educators**
- Adult Basic Education Teacher Competency Inventory: Virgin Islands. ED 109 337
- Illinois Journal of Education; Continuing Education. Vol. 62, No. 1. ED 109 389
- Adult Farmer Education**
- Adult Education for Farmers in a Developing Society. ED 109 422
- Adult Functional Reading Study**
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Final Report with Appendixes A, B, and C. ED 109 650
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Supplement to Final Report. ED 109 651
- Adult Learning**
- Continuing Adult Education; An Annotated Bibliography. ED 109 393
- Adult Literacy**
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Final Report with Appendixes A, B, and C. ED 109 650
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Supplement to Final Report. ED 109 651
- Food Stamps. Learning Packet No. 2. ED 109 640
- Job Application. Learning Packet No. 1. ED 109 641
- Preparation of Problem Oriented Learning Materials: Experimental Project: Farmers Functional Literacy Programme. ED 109 456
- Adult Programs**
- Career Education for Adults: Community Resources Module. ED 109 358
- Career Education for Adults: Consumer Economics Module. ED 109 354
- Career Education for Adults: Government and Law. ED 109 357
- Career Education for Adults: Health Module. ED 109 356
- Career Education for Adults: Occupational Information Module. ED 109 355
- Languages for Adults. ED 109 374//

196 Subject Index

- Shared Decision-Making As a Treatment Technique In Prison Management. ED 109 330
- Adult Reading Programs**
Developmental Education through the Eyes of the Special Interest Group for Two Year Colleges of the International Reading Association. ED 109 656
Food Stamps. Learning Packet No. 2. ED 109 640
Job Application. Learning Packet No. 1. ED 109 641
- Adults**
Congruency of Attitudes and Status Attainment: Some Observations on Early Adult Behavior in the Non-Metropolitan South. ED 110 235
- Adult Students**
The Impact of Non-Traditional Educational Services Upon Learners Having Special Educational Requirements. A Follow-Up Study of Urban Educational Center Students. ED 109 495
Louisiana Adult Education Staff Development Project: Training Manual. Revised Edition. ED 109 380
- Adult Vocational Education**
Illinois Journal of Education; Continuing Education. Vol. 62, No. 1. ED 109 389
- Advanced Instructional System**
The Air Force Advanced Instructional System (AIS): An Overview. ED 109 396
Design of and Preliminary Data on the Instructional Strategy Subsystem. ED 109 474
- Advanced Organizers**
Advanced Organizers, Age, and the Recall of Relevant Versus Irrelevant Thematic Information. ED 109 619
- Advanced Programs**
Studio in Sculpture, Ceramics, Jewelry. Advanced Elective Courses in Art for Grades 10, 11, or 12: Volume 2. ED 110 409
- Adverbs**
Verb Position and the Order of Adverbials in German. ED 109 923
- Advisory Committees**
An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 424
An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 425
- Aerospace Education**
Guidelines for Aviation Education in Schools of Pennsylvania with Annotated Teacher's Course of Study and Planning Chart. ED 109 483
- Acrospace Technology**
Prediction of Performance and Satisfaction of Aeronautical Engineering Students at the Naval Postgraduate School. ED 109 541//
- Affective Behavior**
Classification of Student Affective Responses to Teaching Films. ED 110 059
A Comparison of the Affective Behavior of Students Enrolled in Various High School Science Courses as Measured by an Instrument Developed Using the Affective Domain Continuum. ED 110 279//
Homogeneity of Individual Value Orientations: A Macro-Social Investigation. ED 110 349
- Affirmative Action**
Affirmative Action. ED 110 100
Affirmative Action. Revised. ED 109 812
Federal Laws: Nondiscrimination and Faculty Employment. ED 109 979
Sex Bias in School Leadership. ED 109 777//
- Africa**
The Role of Small Scale Industry in Employment Generation and Rural Development: Initial Research Results from Sierra Leone. African Rural Employment Paper No. 11. ED 110 232
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 2, 1973. ED 110 385
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 3, 1973. ED 110 403
Teaching Africa Today: A Handbook for Teachers and Curriculum Planners. ED 110 374//
- African Culture**
Teaching Africa Today: A Handbook for Teachers and Curriculum Planners. ED 110 374//
- African History**
Teaching Africa Today: A Handbook for Teachers and Curriculum Planners. ED 110 374//
- Age Differences**
Motor Performance Age and Race Differences between Black and Caucasian Boys Six to Nine Years of Age. ED 110 415
- Age Groups**
Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6. ED 110 101
- Agencies**
Educational Radio. Information Bulletin 21-B. ED 109 723
- Agency Role**
Observations on Emerging Relationships between Regional Educational Laboratories and State Departments of Education. ED 109 828
Planning for the North Carolina Community College System: A State-Level Perspective. ED 110 151
Public Policy and State Education Agency Roles in Teacher Labor Relations. ED 109 823
- Agribusiness**
An Evaluation of the Technical Internship in Agricultural Education at Auburn University. Staff Study VAG 1-75 Agricultural Education. ED 110 437
- Agricultural Education**
An Evaluation of the Technical Internship in Agricultural Education at Auburn University. Staff Study VAG 1-75 Agricultural Education. ED 110 437
SELECTED References and Aids for Teaching Agricultural Mechanics to Students of Agricultural Education. ED 109 486
Summaries of Studies in Agricultural Education, Pacific Region, 1973-74. Service Bulletin No. 23. ED 109 376
- Agricultural Engineering**
SELECTED References and Aids for Teaching Agricultural Mechanics to Students of Agricultural Education. ED 109 486
- Aircraft Pilots**
Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations. ED 109 346
Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report. ED 109 387
Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Executive Summary. Final Report, July 1973 - September 1974. ED 109 450
Transfer of Training with Formation Flight Trainer. ED 109 451
- Air Force**
Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report. ED 109 387
Impact of Design Trade Studies on System Human Resources. ED 109 452
T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training. ED 109 423
- Airplanes**
Commercial Airlines and Airports; Careers in Transportation. Grades 3 and 4. Teachers Resource Guide. ED 109 439
- Air Pollution Control**
AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2. ED 110 301//
Air Pollution. Resource Paper No. 2. ED 110 311//
Development of an Infrared Fluorescent Gas Analyzer. ED 110 308//
Development of the Aqueous Processes for Removing NOx from Flue Gases. ED 110 307//
An Improved Manual Method for NOx Emission Measurement. ED 110 306//
Specific Method for the Determination of Ozone in the Atmosphere. ED 110 309//
- Airports**
Commercial Airlines and Airports; Careers in Transportation. Grades 3 and 4. Teachers Resource Guide. ED 109 439
Roads and Airfields I (Programed Instruction). Engineer Subcourse 64-9. ED 109 438
- Alaska**
Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972. ED 109 958
Annual Report for 1972-73 of the Student Financial Aid Programs. ED 109 942
Study of Education Satellite Communications Demonstration in Alaska: Some Tentative Conclusions. 4th Bi-Monthly Report. ED 110 031
- Alaska Natives**
Human Relations Approach to Alaskan Ethnic Studies. ED 110 258
Suggestions for Teaching Rural Alaska Native Students. ED 110 267
Traditional Athabaskan Law Ways and Their Relationship to Contemporary Problems of "Bush Justice". Some Preliminary Observations

on Structure and Function. Institute of Social, Economic and Government Research (ISEGR) Occasional Papers No. 7. ED 110 259

The Urban Native Encounters the Social Service System. ED 110 257

Alcohol Education

Task Force on Responsible Decisions about Alcohol. Interim Report Number 2 (A Summary). ED 110 443

Alcoholism

Task Force on Responsible Decisions about Alcohol. Interim Report Number 1. Summary, Technical Document, and Reports on Working Conferences. ED 109 535

Task Force on Responsible Decisions about Alcohol. Interim Report Number 2 (A Summary). ED 110 443

Alphabet Cards

Escuchando y participando aprendo (I Learn by Listening and Participating). ED 109 901//

Alternative Publishing

Publishing: Alternatives and Economics. ED 110 057

Alternative Schools

Alternative School Development: A Guide for Practitioners. ED 110 458

The Balance of Control Between Parents and Teachers in "Co-Op" Free Schools. ED 109 775

The Development and Evaluation of an Alternative High School: A Report on S. E. E. (School of Experiential Education). Phase I. ED 109 831

Evaluation and Research on Experience-Based Career Education at Far West School. ED 110 499

A Proposal for Undergraduate Staffing of Alternative Schools. ED 110 455

Altruism

Altruism and Rivalry: An Analysis of Age and Sex Differences. ED 110 201

Ambiguity

Contextual Constraints on Ambiguous Word Recognition. ED 109 936

American Culture

Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture. ED 110 412

American English

American Terms in the Romanian of Science and Technology. ED 109 909

Dictionary of American Regional English. Final Report. ED 109 689

American Government (Course)

Achievement and Attitude with Computer Related Instruction: A Field Experiment. ED 110 399

Guidelines for Teaching Concepts of Fairness, Justice and Democracy in BIA and Tribal-Contract Schools. A curriculum Bulletin. ED 110 251

Simulation: The Motivation Connection. ED 110 401

State Government: The Decision-making Process. A Resource Manual for Teachers and Students. ED 110 394

American Indian Languages

Charlie's Lost. ED 109 898

American Indians

Boundary Maintenance in the Urban Environment: The Papago Case. ED 110 243

The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota. ED 109 430

Guidelines for Teaching Concepts of Fairness, Justice and Democracy in BIA and Tribal-Contract Schools. A curriculum Bulletin. ED 110 251

Human Relations Approach to Alaskan Ethnic Studies. ED 110 258

Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model: A Task Force Report. General Report No. 3. ED 109 445

The Metis: Canada's Forgotten People. ED 110 208//

Migration, Adjustment, and Integration of the Indian into the Urban Environment. ED 110 233//

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Six Metis Communities. ED 110 209//

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The Urban Native Encounters the Social Service System. ED 110 257

Americanisms

American Terms in the Romanian of Science and Technology. ED 109 909

American Library Trustees Association

An Address Given to American Library Trustee Association. ED 110 062

ANACONDA

A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules. ED 110 045

Analogical Reasoning

Demographic Factors in the Education of Relations in Analogy Picture Pairs. Technical Report No. 7. ED 109 678

Effects of Social Class Differences on Analogical Reasoning. Final Report. ED 109 680

The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items. Technical Report No. 8. ED 109 679

Analysis of Variance

The Effects of Question Type and Question Placement on Problem Solving Ability from Prose Material. Final Report. ED 109 626

A Two-Factor ANOVA Model for Time-Series Experiments. ED 110 462

Analytical Criticism

A Critique of Theoretical Contributions in Instructional Communication. ED 109 719

Animation

Graphic Design in Educational Television. ED 110 039//

Anisa Model

The Anisa Model: A Comprehensive Plan for Educational Renewal. [And] A Summary Statement of the Anisa Model. ED 110 387

Annotated Bibliographies

Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials. ED 109 430

Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975. ED 109 697

Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography. ED 110 532

B - J Paperback Book Guide. Volume I, Number 1. ED 109 709//

Career Education Facilities. ED 109 799

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Libraries and Instructional Materials Centers. ED 109 802

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Noise and Sound Control in Open Plan Schools. ED 109 801

Physical Education Facilities. ED 109 803

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School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations. ED 110 585

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Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 3, 1973. ED 110 403

SELECTED References and Aids for Teaching Agricultural Mechanics to Students of Agricultural Education. ED 109 486

Shakespeare on Film in the Classroom. ED 109 682

Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series, No. 11. ED 110 589

198 Subject Index

Some Suggested References for the Busy FL Teacher. How to Make the Most of Day-to-Day Language Activities.

ED 109 919

Summaries of Studies in Agricultural Education, Pacific Region, 1973-74. Service Bulletin No. 23.

ED 109 376

Supplemental Literature Resource for Adult Career Education Counseling and Guidance.

ED 109 379

TESL Applications of the Cloze Procedure: An Annotated Bibliography.

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Annual Reports

Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress.

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The South Carolina State Library: July 1, 1973 Through June 30, 1974. Fifth Annual Report.

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Western Kansas Migrant Health Project: 7th Annual Progress Report, 1970.

ED 110 211

Western Kansas Migrant Health Project: 8th Annual Progress Report, 1971.

ED 110 212

Western Kansas Migrant Health Project: 9th Annual Progress Report, 1972.

ED 110 213

Western Kansas Migrant Health Project: 10th Annual Progress Report, 1973.

ED 110 214

Western Kansas Migrant Health Project: 11th Annual Progress Report, 1974.

ED 110 215

Anthropology

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ED 110 386

Antioch College

The Making of an Air-Supported Campus. Antioch's Bubble. Final Report.

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Antonyms

Aspects of Antonymy in Romanian.

ED 109 905

Applications Technology Satellite 6

Applications Technology Satellite-6 (ATS-6).

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Applied Linguistics

Sociolinguistics and the Language Teacher. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 12.

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A Syllabus for an Inservice Course in Applied Linguistics in Spanish.

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Apptitude

Visual Aptitude as it Relates to Student Achievement in Reading and Mathematics.

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Aptitude Tests

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The Use of Assessment in the Selection of College Students in the United States.

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Arabic

Contrastive Analysis and the AFL Teacher.

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From Gulf Arabic into Modern Standard Arabic: A Pilot Study.

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Architectural Programing

A Guide to Preparing Educational Specifications for Secondary Industrial Arts Facilities. Monograph No. 1.

ED 109 416//

Archival Information Dissemination System

Microform-Based Information Storage and Retrieval Systems.

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Archives

Planning National Infrastructures for Documentation, Libraries and Archives; Outline of a General Policy.

ED 110 036//

World Film and Television Study Resources. A Reference Guide to Major Training Centers and Archives.

ED 110 070//

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The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts.

ED 110 170

The Effect of the DISTAR Instructional System: An Evaluation of the 1972-1973 Title I Program of Winthrop, Massachusetts.

ED 110 171

Armed Forces

The Air Force Advanced Instructional System (AIS): An Overview.

ED 109 396

Army Occupational Handbook.

ED 109 581

Army

Army Occupational Handbook.

ED 109 581

Art

A Special Conference on Arts for the Mentally Retarded at John F. Kennedy Center for the Performing Arts, Washington, D.C.

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Art Activities

The World Is Your Museum. Final Evaluation Report.

ED 110 367

Art Education

Studio in Sculpture, Ceramics, Jewelry. Advanced Elective Courses in Art for Grades 10, 11, or 12: Volume 2.

ED 110 409

Articulation (Program)

A Positive Look at Articulation: Florida, 1975.

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Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia.

ED 110 123

Articulation (Speech)

Kindergarten Children's Discrimination and Production of Phonemes in Isolation and in Words.

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Asian Americans

Asian Americans and Pacific Peoples: A Case of Mistaken Identity.

ED 110 550

The Education of Asian Americans: A Bibliography. Urban Disadvantaged Series, No. 43.

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Evaluation of the Chinatown Youth Services and Coordinating Center.

ED 110 562

Preliminary Checklist of M.A. Theses and Ph.D. Dissertations Related to Asian American Studies in the UCLA Library.

ED 110 567

Roots: An Asian American Reader.

ED 110 565//

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume II: Asian Americans.

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A Survey by Dr. Paul Wong of Chinese Immigrant Youths in San Francisco, 1970: BASPC Staff Analysis.

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Asian Studies

Preliminary Checklist of M.A. Theses and Ph.D. Dissertations Related to Asian American Studies in the UCLA Library.

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Aspen Institute

Television as a Social Force: New Approaches to TV Criticism.

ED 110 097//

Aspiration

Determinants of Educational Performance in Southern Brazil.

ED 110 250

Level of Aspiration: A Behavioral Expression of Self-Concept.

ED 109 574

Associate Degrees

The Phenomenal Growth of the Associate Degree Program in Nursing.

ED 109 582

Association (Psychological)

The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items.

ED 109 679

Technical Report No. 8.

ED 109 679

Association of Teacher Educators

The Role of ATE in Teacher Education.

ED 110 414

Associative Learning

Word Association in Connected Discourse.

ED 109 602

Astronomy

Celestial Navigation for High School Students.

ED 110 274//

Athletes

American Women: Early Pursuit for Olympic Laurels.

ED 110 416

Residence and the Athletic Participation-Educational Aspiration Hypothesis.

ED 110 268

Athletics

American Women: Early Pursuit for Olympic Laurels.

ED 110 416

The Effect of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915.

ED 110 429

Social Stratification in New York City Athletic Clubs, 1865-1915.

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Summer Intramurals -- A Programming Challenge.

ED 110 451

Title IX: Human Rights in School Sport.

ED 110 452

Atlanta

The Four-Quarter High School in Action.

ED 109 780//

Attendance

Is Differential Access to School an Important Factor in Student Outcomes? Report No. 195.

ED 110 534

Some Models for Interpreting the History of Compulsory Schooling.

ED 110 400

Attendant Training

Toward High Quality Family Day Care for Infants and Toddlers. Final Report.

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Attitudes

Chicano Education and the National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.

ED 110 260

A Comparative Analysis of Achievement and Attitudes of Twelfth Grade PSSC Physics Students When They Receive as Opposed to When They Do Not Receive Behavioral Objectives Prior to Instruction.

ED 110 312//

A Comparison of Two Methods of Teaching Molecular Architecture to High School Chemistry Students.

ED 110 314//

A Critical Review of Linear Force Aggregation Theory.

ED 109 721

Home Economist Image Study: A Qualitative Investigation.

ED 109 471

- The Thirteen-College Curriculum Program: A Study of Teachers' Attitudinal Change Toward an Innovative Science Curriculum.
ED 110 304//
Toward Understanding the Social Impact of Computers. IFF Report R-29.
ED 110 011
- Attitudes Toward Feminist Issues Scale**
The Attitudes Toward Feminist Issues Scale: A Validation Study.
ED 109 544
- Attitude Tests**
Assessment of Student Attitudes.
ED 110 501//
Assessment of Student Attitudes Toward Learning Environments.
ED 110 500
The Attitudes Toward Feminist Issues Scale: A Validation Study.
ED 109 544
Development and Validation of an Instrument for Measuring Attitudes of Primary Students in a Large Urban School System.
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Syracuse Environmental Awareness Tests--Level III. Final Report on Construction and Norming.
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- Audiences**
Arousal Model Components in Television Programming: Form Activity and Violent Content.
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- Audio Equipment**
Monoaural-Stereo Recording Comparison.
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- Audiovisual Aids**
Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials.
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A Computer Generated Audiovisuals Catalog.
ED 109 993
Index to Educational Videotapes. Third Edition.
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Index to Producers and Distributors (Non-Book Media). Third Edition.
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Media Services in an Academic Library: A Rationale with Special Implications for New York University's Bobst Library.
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Recommended East Asian Core Collections for Children's, High School, Public, Community College and Undergraduate College Libraries.
ED 110 021
- Audiovisual Instruction**
Capacitor Behavior: A Film and Laboratory Unit in Physics.
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The Effect of Mode of Instruction and Exposure Time to Examples on the Acquisition of a Biological Concept.
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Instructional Materials and Copyright Dilemmas.
ED 109 973
Instructional Video Tapes for the Humanities.
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- Audiovisual Programs**
Planning Audiovisual Services in Public Libraries.
ED 110 005
- Auditory Discrimination**
Auditory Discrimination and Reading Achievement of Puerto Rican Spanish-Speaking First-Grade Students.
ED 109 635
- Confusability of Consonant Phonemes in Sound Discrimination Tasks.
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Escuchando y participando aprendo (I Learn by Listening and Participating).
ED 109 901//
Kindergarten Children's Discrimination and Production of Phonemes in Isolation and in Words.
ED 109 630
Teaching Procedures for Neurologically Impaired and Retarded Children. Final Report.
ED 109 859
- Aurally Handicapped**
Written Language of the Hearing Impaired - Deviant, Delayed, or Different.
ED 109 917
- Australia**
Foreign Language Study in New South Wales, State of the Art, 1973.
ED 109 891
Sex Differences in Preparing for Scientific Occupations.
ED 110 341//
- Autoinstructional Aids**
Portuguese. Programmatic Course Instructor's Manual, Volume 1.
ED 109 932
Tagalog: Language Guide. Introductory Series.
ED 109 916
- Autoinstructional Methods**
The Effect of an Advanced Organizer and the Predictive Ability of Micro-Learning Tasks When Utilized with Carefully Sequenced Audio-Tutorial Units.
ED 110 270//
- Autoinstructional Programs**
The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course.
ED 109 992
An Audio-Tutorial Model for First Year General Chemistry: An Operational Plan for Claremore Junior College.
ED 110 280//
The Planning of Practice: Who Does What To Whom?
ED 109 748
- Auto Mechanics**
Aviation Support Equipment Technician E 3 & 2. Rate Training Manual.
ED 109 303
- Aviation Mechanics**
Aviation Support Equipment Technician E 3 & 2. Rate Training Manual.
ED 109 303
- Aviation Technology**
Guidelines for Aviation Education in Schools of Pennsylvania with Annotated Teacher's Course of Study and Planning Chart.
ED 109 483
- Awards**
The First 18 Months; A Financial Report of the Gresham Chair.
ED 110 456
- Banking**
Banking: One of a Series for Expanded Programs in Consumer Education.
ED 109 476
- Barons Ego Strength Scale**
A Comparison of the Effects of Growth Groups in Counselor Education Courses.
ED 109 531
- Basic Skills**
Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975.
ED 110 141
- Beginning Reading**
Children's Recognition of Phonemes in a Word Context.
ED 109 652
Comparison of Form Class Usage in Children's Speech and the Mod 2 Kindergarten Storybooks.
ED 109 674
- Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11.
ED 109 609
- The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children.
ED 109 649//
- Factors of Reading Readiness.
ED 109 647//
- Prereading Skills: Theoretical Foundations and Practical Applications.
ED 109 663
- Sequenced Contractions and Abbreviations for Model 2 Reading.
ED 109 607
- Syntax Considerations in Stories for Beginning Readers.
ED 109 606
- Teaching Reading to the Culturally Disadvantaged: A Selected Annotated Bibliography.
ED 109 658
- Transfer of Mixed Word Identification Training to a Reading Context.
ED 109 657
- Word Attack Model.
ED 109 620
- Behavior**
A Critical Review of Linear Force Aggregation Theory.
ED 109 721
Level of Aspiration: A Behavioral Expression of Self-Concept.
ED 109 574
- Behavioral Objectives**
A Comparative Analysis of Achievement and Attitudes of Twelfth Grade PSSC Physics Students When They Receive as Opposed to When They Do Not Receive Behavioral Objectives Prior to Instruction.
ED 110 312//
Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report.
ED 109 827
Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. Project Price Working Paper No. 4.
ED 109 839
HSST/CDA Trainee Handbook.
ED 110 193
Models for Career Education in Iowa. Goals and Objectives for Implementation of Career Education in Grades 7-12.
ED 109 316
The Problem of Citizenship Training in the Age of Aquarius.
ED 110 369
The Relationship Between Psychological Readiness and Achievement on a Computer-Assisted Instructional Program for Science Teacher Education.
ED 110 276//
Trainable Mentally Retarded Individual Behavioral Assessment Guide (BAG).
ED 109 848
- Behavioral Science Research**
Community Satisfaction in a Rural Setting: Dimensionality and Correlates. Center of Applied Sociology, Working Paper RID-74.1.
ED 110 266
A Critical Review of Linear Force Aggregation Theory.
ED 109 721
Toward a Heuristic Theory of Values.
ED 109 716
- Behavior Chaining**
Developing Individualized Behavior Change Goals with Clients: A Procedure.
ED 109 549
- Behavior Change**
Basic Behavior Modification.
ED 109 589
Behavior Modification: Perspective on a Current Issue.
ED 109 853
The Classroom as a Planned Environment.
ED 109 565
Developing Individualized Behavior Change Goals with Clients: A Procedure.
ED 109 549

- Follow Up Study of Group Counseling with Underachieving College Freshmen. ED 109 567
- Parent Training. ED 109 855
- Self-Control Applications to Counselor Education. ED 109 529
- The Service Outcome Measurement Form: Pretest-Posttest Instrumentation and Practice Exercise (Factored Version); Field Test (Case Difficulty); Development and Testing. Monograph 2. ED 109 540
- Structure and Change in the Behavior of Economically Disadvantaged Preschool Children. ED 110 488
- Behavior Patterns**
- An Analysis of Selected Classroom Behavioral Category Systems. Final Report. ED 110 419
- Arousal Model Components in Television Programming: Form Activity and Violent Content. ED 109 711
- Behavior Problems**
- Basic Behavior Modification. ED 109 589
- Behavior Rating Scales**
- Selection of Developmental Assessment Techniques for Infants at Risk. ED 110 191
- Behavior Theories**
- Four Psychologies Applied to Education: Freudian, Behavioral, Humanistic, Transpersonal. ED 110 382//
- Module Cluster: TTP-005.00 (GSC). Applied Behavior Analysis Principles. ED 110 445
- Toward a Heuristic Theory of Values. ED 109 716
- Belgium**
- Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Belgium). ED 110 227//
- Bias**
- Minimizing Context Effect When Using Multiple Matrix Sampling. ED 110 468
- Bibliographic Citations**
- T and D Abstracts: Volume 13-1975: Continuation of CIRF Abstracts. ED 109 388
- Bibliographic Coupling**
- Understanding Scientific Literatures: A Bibliometric Approach. ED 110 027//
- Bibliographies**
- Adult Education Staff Development Bibliography; USOE Region 3. ED 109 494
- Assessing Student Development in the Residential Environment: A Bibliography of Related Research. ED 109 960
- Bibliography: Equal Educational Opportunity: Myth or Reality? ED 110 538
- A Bibliography of Statistical Applications in Geography, Technical Paper No. 9. ED 110 361
- Bibliography: Some Canadian Writings on the Mass Media. ED 110 043//
- Canadian Theses in Adult Education: A Look at the '70s. ED 109 490
- Child Neglect: An Annotated Bibliography. ED 109 841
- Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology. ED 109 996//
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- Cross Cultural Early Education and Day Care: A Bibliography. ED 110 155
- Cyril O. Haule et la Formation Continue des Professionnels: Notes d'Entrevue et Morceaux Choisis. (Cyril O. Houle and Continuing Professional Education: Interview Notes and Selected Excerpts). ED 109 454
- Doctoral Dissertations Concerning Career Education, 1960-1971. ED 109 429
- Early Childhood-Identification: A Selective Bibliography. Exceptional Child Bibliography Series No. 606. ED 109 863//
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- Early Childhood Intervention-Exceptionalities: A Selective Bibliography. Exceptional Child Bibliography Series No. 669. ED 109 868//
- Early Childhood Intervention-General Theory and Programs: A Selective Bibliography. Exceptional Child Bibliography Series No. 662. ED 109 866//
- Early Childhood Intervention-Infancy: A Selective Bibliography. Exceptional Child Bibliography Series No. 670. ED 109 869//
- ERIC and the Now--Humanistic Education; An Unofficial Bibliographic Index of ERIC Humanistic Education Documents. ED 110 063
- Films in Mental Retardation: A Select Annotated Bibliography. Working Paper No. 68. ED 109 833
- Gifted: Handicapped, Disadvantaged and Underachievers: A Selective Bibliography. Exceptional Child Bibliography Series No. 660. ED 109 865//
- Identification of the Gifted: Tests and Measurements: A Selective Bibliography. Exceptional Child Bibliography Series No. 668. ED 109 867//
- The Library as Consumer: Problems and Prospects of Libraries as Institutional Consumers. ED 110 056
- A Listing of Exhibit Items for the Materials Fair, August 12-15, 1975. ED 110 432
- New Titles for the Adolescent Reader, 1974-75 (Excluding Paperbacks). ED 109 623
- Normalization (Handicapped): A Selective Bibliography. Exceptional Child Bibliography Series No. 650. ED 109 864//
- Parenting in 1975: A Listing from PMIC. ED 110 156
- Preliminary Checklist of M.A. Theses and Ph.D. Dissertations Related to Asian American Studies in the UCLA Library. ED 110 567
- Publishing: Alternatives and Economics. ED 110 057
- Recommended East Asian Core Collections for Children's, High School, Public, Community College and Undergraduate College Libraries. ED 110 021
- Reference Books for Elementary and Junior High School Libraries. Second Edition. ED 110 050//
- Selected Bibliography on Culture and Cultural Materials, Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context. ED 110 370//
- Selected References in Educational Planning. Part 2: A Supplement. Research Report No. 21(A). ED 109 758
- Teacher Evaluation. Bibliographies in Education. No. 52. ED 110 447
- Technical Report Bibliography. ED 110 305//
- Bibliometrics**
- Understanding Scientific Literatures: A Bibliometric Approach. ED 110 027//
- Bicentennial**
- 101 Things to Do for Your Bicentennial: A Program for the American Issues Forum. A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri Region. ED 110 406
- Biculturalism**
- Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Education Bilingue (Aspira National Think Tank Report: Bilingual Education). ED 110 528
- Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74. ED 109 933
- Bilingual Education**
- Charlie's Lost. ED 109 898
- Crucigramas: Crossword Puzzles for Primary Grades. ED 109 885
- Education for a Complex World: A Rationale and Model for Bilingual/Bicultural Education. ED 110 203
- Escuchando y participando aprendo (I Learn by Listening and Participating). ED 109 901//
- Handbook on Mexico for Elementary and Secondary Teachers. ED 109 903
- Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Education Bilingue (Aspira National Think Tank Report: Bilingual Education). ED 110 528
- Instructional Guide for the Home Tutor. ED 109 899
- An Investigation of Visual Syntax Among Children of Different Grade Levels. ED 109 998
- Poesias Infantiles (Children's Poems). ED 109 900
- Puerto Rican History, Civilization, and Culture: A Mini-Documentary. ED 109 902
- Super Me/Super Yo. A Bilingual Activity Book for Young Children [and] Guide for Parents, Teachers and Older Brothers and Sisters. ED 109 914
- Theoretical Basis for the Development of the Language Arts Curriculum in Bilingual Programs. ED 109 930
- Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74. ED 109 933
- Bilingualism**
- An Analysis of Two Sets of Mexican-American Bilingual Data. ED 110 205
- Comparative Studies of Semantic Structure. Final Report. ED 109 897
- A Critical Review of Standard Procedures for Studying Spanish-English Bilingualism. ED 110 206
- Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Education Bilingue (Aspira National Think Tank Report: Bilingual Education). ED 110 528
- What Does It Take to be Bilingual or Bidialectal. ED 110 537
- Bilingual Schools**
- Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74. ED 109 933
- Bilingual Students**
- Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Education Bilingue (Aspira National Think Tank Report: Bilingual Education). ED 110 528
- Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74. ED 109 933
- Biofeedback**
- An Introduction to Applications of Biofeedback Training in Counseling. ED 109 554
- Biological Sciences**
- The Calculus of Population. ED 110 325//
- The Effect of an Advanced Organizer and the Predictive Ability of Micro-Learning Tasks When Utilized with Carefully Sequenced Audio-Tutorial Units.

- ED 110 270//
- Birth Order**
Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction. ED 110 237
- Birth Rate**
Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction. ED 110 237
The Interaction Between Parent Investment in Children and Family Size: An Economic Analysis. ED 110 408
- Black English**
The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children. ED 109 649//
- Bnai B'rith Counseling Services**
Counseling Girls and Women: A Guide for Jewish and Other Minority Women. BBCCS Pamphlet No. 1023. ED 109 551
- Board Administrator Relationship**
The Role of the Superintendent of Schools in Massachusetts. A Handbook for School Committees and Superintendents. ED 109 818//
- Board of Education Policy**
After Integration: Problems of Race Relations in the High School Today. A Study of Madison High School with Recommendations for New York City Schools. ED 110 568
Tallulah Morgan et al., Plaintiffs, V. James W. Hennigan et al., Defendants: Civil Action No. 72-911-G. Opinion. ED 110 533
- Boards of Education**
School Budget Seminars. ED 109 734
Student Representatives Serving with Boards of Education. ED 109 824
- Boatswain's Mate E**
Aviation: Boatswain's Mate E 1 and C; Rate Training Manual. ED 109 344
- Bobst Library**
Media Services in an Academic Library: A Rationale with Special Implications for New York University's Bobst Library. ED 110 033
- Bond Issues**
Bond Sales for Public School Purposes 1973-74. ED 109 735
Development of a Model for Planning an Educational Facility. [A] Practicum Report. ED 109 732
- Booklists**
B - J Paperback Book Guide. Volume I, Number 1. ED 109 709//
- Books**
The Children's Book Showcase 1975. ED 110 054//
- Boston**
Tallulah Morgan et al., Plaintiffs, V. James W. Hennigan et al., Defendants: Civil Action No. 72-911-G. Opinion. ED 110 533
- Branching**
An Introduction to Decision Logic Tables. ED 110 003
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The Divided Academy: Professors and Politics.
- ED 109 957//
Faculty Load: A Report to the Dean of Instruction.
- ED 110 109
- College Graduates**
Le Diplôme d'Université Face aux Activités de Formation Continue: Analyse Sommaire de la Documentation Actuelle. (The University Graduate with Respect to Continuing Education Programs: Summary Analysis of Current Documentation).
- ED 109 453
What Can I Do with a Major in...? 190 Careers That More Than 10,000 Graduates of the 19 Most Popular Majors Have Entered From 1950 to the Present.
- ED 109 552//
- College Instruction**
Computer-Assisted Instruction: Potential for College Level Instruction and Review of Research.
- ED 110 042
- College of the Mainland**
Faculty Load: A Report to the Dean of Instruction.
- ED 110 109
- College Programs**
Cooperative Education Planning Study: Final Report.
- ED 109 511
Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft.
- ED 110 525
- College Role**
Cooperative Planning for a School of Nursing Within a Health Science Complex.
- ED 109 297
New Problems Confronting Rural Institutions.
- ED 110 135//
Techniques for Fostering Change: The Rural Two-Year College.
- ED 110 138//
- Colleges**
Consultation: An Organized Effort to Impact the Campus. I. Smorgasbord Consultation With Campus Police.
- ED 109 533
- College Science**
Analysis of Freshman Chemistry Curriculum Practices and Their Relation and Implications to the Students Attitudes and Values.
- ED 110 278//
An Analysis of Individualized Learning System Chemistry.
- ED 110 321
The Calculus of Population.
- ED 110 325//
Capacitor Physics: A Film and Laboratory Unit in Physics.
- ED 110 277//
A Comparison of Two Laboratory Methods for the Teaching of General Physical Science at the College Level: Vicarious Experimentation Versus Conventional Experimentation.
- ED 110 273//
Conservation, Equilibrium, and Feedback Applied to Atmospheric and Fluvial Processes. Resource Paper No. 15.
- ED 110 346//
The Effect of an Advanced Organizer and the Predictive Ability of Micro-Learning Tasks When Utilized with Carefully Sequenced Audio-Tutorial Units.
- ED 110 270//
The Needed Preparation and Attributes of Science Faculty in a Community College.
- ED 110 282//
Perspectives on Geomorphic Processes. Resource Paper No. 3.
- ED 110 344//
The Thirteen-College Curriculum Program: A Study of Teachers' Attitudinal Change Toward an Innovative Science Curriculum.
- ED 110 304//
The Use of Radar Imagery in Climatological Research. Resource Paper No. 21.
- ED 110 347//
- College Students**
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- ED 110 146
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- ED 109 525
A Counseling Bureau Resource Center for Visually Handicapped Students.
- ED 109 557
Counseling with College Youth—from Apathy to Militancy.
- ED 109 539
Follow Up Study of Group Counseling with Underachieving College Freshmen.
- ED 109 567
Hatching, Scratching, and Dispatching: A Creative Career Development Approach.
- ED 109 532
Implementing the Student Personnel Education Process-Outcome Model (SPedPOM) in Education 619: Seminar on the College Student and the Environment.
- ED 109 558
Involving Students in Assessment of Student Development: A Training Modality.
- ED 109 524
Self-Discipline—A Commonly Ignored Factor in the Education of Minority Group College Students.
- ED 110 535
A Study of Overloading in University of Papua and New Guinea (UPNG). E.R.U. Report 14.
- ED 110 340
Trends in Attitudes on Political, Social, and Collegiate Issues Among College Students: The Mid-1960's to Mid-1970.
- ED 109 518

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Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables.

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Colorado

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Communication (Thought Transfer)

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Communication and the Supervisor.

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Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology.

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Despite Persistent Reports to the Contrary, Many Courses in Communications Around the Country Are Alive and Flourishing, Thank You.

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The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.

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Communication Gamemanship.

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Schools Talk to Parents About the Integrated Day.

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ED 110 379//

Techniques for Fostering Change: The Rural Two-Year College.

ED 110 138//

Community Characteristics

New Problems Confronting Rural Institutions.

ED 110 135//

Six Metis Communities.

ED 110 209//

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Community Control

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Community Cooperation

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Community Development

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Trends in the Academic Performance of High School and College Students. ED 109 523
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Pre-Kindergarten Program Evaluation. ED 110 190
Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft. ED 110 525
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State Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education. ED 110 553
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- Composition (Literary)**
1971-72 Tryout of Level 3 Composition Skills Exercises. ED 109 670
An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. ED 109 691//
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- Computational Linguistics**
A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules. ED 110 045
- Computer Assisted Instruction**
Achievement and Attitude with Computer Related Instruction: A Field Experiment. ED 110 399
An Analysis of Individualized Learning System Chemistry. ED 110 321
The Attitudes of Medical School Administrators Toward Cost Factors Relating to Computer-Assisted Instruction. ED 110 072
The Calculus of Population. ED 110 325//
A Comparison of the Achievement Results on a Social Science Unit by Kennedy-King College [Illinois] Students Instructed by Computer with Those Instructed by Individualized Booklets. ED 110 130
- Computer-Assisted Education System for Psychopharmacology.** ED 110 022
Computer-Assisted Instruction: Potential for College Level Instruction and Review of Research. ED 110 042
The Development and Evaluation of a Computer-Assisted Instructional Program Involving Applications of Selected Chemical Principles. ED 110 275//
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MONIFORMS as Authoring Aids for the PLATO IV CAI System. ED 110 030
The Relationship Between Psychological Readiness and Achievement on a Computer-Assisted Instructional Program for Science Teacher Education. ED 110 276//
The Use of Computer-Based Instruction in Undergraduate Organic Chemistry. ED 110 015
- Computer Oriented Programs**
Computer-Assisted Education System for Psychopharmacology. ED 110 022
ICIS and the Reduction of Paperback. ED 109 983
- Computer Programs**
Classification Scheme for Items in CAAT. ED 110 505
Computer Assisted Assembly of Tests at Educational Testing Service. ED 110 503
A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules. ED 110 045
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ED 110 012

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ED 110 284//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 1. Radiation QPCB Task Sort for Radiation.

ED 110 285//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 2. General Ward Corpsman QPCB Task Sort for Patient Care.

ED 110 286//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 3. O.R. QPCB Task Sort for O.R.

ED 110 287//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 4. Clinic QPCB Task Sort for Clinical Physician Assistants—Dermatology, ENT, Ophthalmology, Orthopedics, and Urology.

ED 110 288//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 5. Biotronics QPCB Task Sort for Cardio-Pulmonary, EEG, EKG, Inhalation Therapy.

ED 110 289//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 6. Neuropsychiatric QPCB Task Sort for Psychiatric and Mental Health Care.

ED 110 290//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 7. Equipment Repair QPCB Task Sort for Medical and Dental Equipment Repair.

ED 110 291//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health.

ED 110 292//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 9. Laboratory QPCB Task Sort for Medical Laboratory Technology.

ED 110 293//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 10. PT/OT QPCB Task Sort for Physical and Occupational Therapy.

ED 110 294//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 11. Pharmacy QPCB Task Sort for Pharmacy.

ED 110 295//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 12. Dental QPCB Task Sort for Dental Patient Care, Prosthetics, Laboratory, and Administration.

ED 110 296//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 13. Administrative QPCB Task Sort for Medical/Dental Administration.

ED 110 297//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 14. Aviation QPCB Task Sort for Aviation Medicine and Physiology.

ED 110 298//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 15.

Field Medicine QPCB Task Sort for Field Medicine.

ED 110 299//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 16. Independent Duty QPCB Task Sort for Independent Duty.

ED 110 300//

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ED 109 704

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ED 109 664

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ED 110 368

Conceptual Schemes

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The "Emergent Model" (Structured Inventory of a Sociocultural System) Applied to Contemporary France.

ED 109 935

Conditioned Response

Basic Behavior Modification.

ED 109 589

Conditioning

Differential Covert Conditioning: A Replication of a Study by Epstein and Peterson.

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Conference Reports

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ED 110 478

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ED 110 012

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Conflict Resolution

Grievance Procedure: Suggested Personnel Policy Guidelines for School Districts.

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Peace Studies Courses.

ED 110 366//

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Word Association in Connected Discourse.

ED 109 602

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ED 109 577

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ED 110 324//

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ED 109 779//

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Roads and Airfields I (Programed Instruction).
Engineer Subcourse 64-9.
ED 109 438
- Construction Programs**
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- Consumer Economics**
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ED 110 056
Personal Finance Education Guide for Planning Secondary School Programs. Second Edition.
ED 109 754//
- Consumer Education**
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ED 109 354
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ED 109 754//
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ED 109 674
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ED 110 045
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ED 109 608
- Context Clues**
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ED 109 936
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- Contingency Management**
Basic Behavior Modification.
ED 109 589
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ED 110 398
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ED 110 372
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ED 109 323
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ED 110 372
- Contrastive Linguistics**
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ED 109 897
Contrastive Analysis and the AFL Teacher.
ED 109 880
The Subjunctive in Decline: The Case of French.
ED 109 927
- Three Ways to Say "You", Among Other Pronouns.**
ED 109 913
- Controlled Environment**
Basic Behavior Modification.
ED 109 589
- Conventional Instruction**
An Analogous Study of Children's Attitudes Toward School in an Open Classroom Environment as Opposed to a Conventional Setting.
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- Convergent Thinking**
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ED 110 328//
- Cooperative Education**
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ED 109 414
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ED 109 510
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ED 109 511
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ED 110 499
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ED 110 437
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- Cooperative Planning**
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ED 110 381
- Cooperative Programs**
Assessment of Cooperative Education by Former Students and Participating Employers. [Indiana].
ED 109 414
Cooperative Education Planning Study: Final Report.
ED 109 511
Cost Effectiveness Analysis of Selected Vocational Programs with Cooperative Components Versus In-School Vocational Programs.
ED 109 342
- Cooperatives**
The Balance of Control Between Parents and Teachers in "Co-Op" Free Schools.
ED 109 775
- Copyrights**
Instructional Materials and Copyright Dilemmas.
ED 109 973
- Corporal Punishment**
Some Myths Regarding the Use of Corporal Punishment in the Schools.
ED 109 829
- Correctional Education**
Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3.
ED 109 642
New Designs for Correctional Education and Training Programs.
ED 109 373
- Correctional Rehabilitation**
A Model Assessment and Classification System for Men and Women in Correctional Institutions.
ED 109 326
New Designs for Correctional Education and Training Programs.
ED 109 373
Shared Decision-Making As a Treatment Technique In Prison Management.
ED 109 330
- Corrective Institutions**
Shared Decision-Making As a Treatment Technique In Prison Management.
ED 109 330
- Correlation**
Concurrent Validity of the National Teacher Examinations.
ED 110 477
Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables.
ED 110 487
The Effects of the Level of Manufacturing Industries on Local Government Revenues. Center of Applied Sociology, Working Paper RID 75.6.
ED 110 247
Level of Manufacturing Activity and Quality of Housing in Rural Counties in the U.S.A. Center of Applied Sociology, Working Paper RID 75.4.
ED 110 246
Nonmetropolitan Industrial Location and the Incidence of Mental Disorder. Center of Applied Sociology, Working Paper RID 75.8.
ED 110 248
Residence and the Athletic Participation-Educational Aspiration Hypothesis.
ED 110 268
Statistical Table Analysis (200) Successful GED Students.
ED 109 335
Status Inconsistency in Rural Areas: A Replication and Critique.
ED 110 239
- Correspondence Courses**
Roads and Airfields I (Programed Instruction).
Engineer Subcourse 64-9.
ED 109 438
- Costa Rica**
Rural Electrification and Level of Living: Evaluation of Impact.
ED 110 240
- Cost Effectiveness**
An Analysis of Methods for Preparing a Large Natural Language Data Base.
ED 110 048
The Attitudes of Medical School Administrators Toward Cost Factors Relating to Computer-Assisted Instruction.
ED 110 072
Cost Effectiveness Analysis of Selected Vocational Programs with Cooperative Components Versus In-School Vocational Programs.
ED 109 342
Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101.
ED 110 099
"Executive Summary of the 1973-74 Michigan Cost Effectiveness Study."
ED 110 560
Future Opportunities for Foundation Support. IFF Report R-11.
ED 110 010
- Costs**
1972-73 Instructional Expenditures Study.
ED 109 948
Follow-up Study of Tuition and Fee Comparisons and Federal Student Financial Aid Rankings.
ED 109 947
- Counseling**
The Myth of Value Free Counseling.
ED 109 556
The NACVE 6th Report: An Interpretation of Its Meaning.
ED 109 528

210 Subject Index

- Supervising Paraprofessionals in Extension Programs.**
ED 109 538
- Supplemental Literature Resource for Adult Career Education Counseling and Guidance.**
ED 109 379
- Counseling Centers**
Consultation: An Organized Effort to Impact the Campus. I. Smorgasbord Consultation With Campus Police.
ED 109 533
- Counseling Effectiveness**
Career Education: Challenges for Counselors.
ED 109 530
- Counseling Girls and Women: A Guide for Jewish and Other Minority Women.** BBCCS Pamphlet No. 1023
ED 109 551
- Counseling with College Youth—from Apathy to Militancy.**
ED 109 539
- Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.**
ED 109 570
- Counseling Programs**
Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures.
ED 109 548
- Counseling Program Development and Rationale.** Responding to: "2. Comprehensive Overview of the Mountain-Plains Counseling Program...". Counseling Services Report No. 10.
ED 109 484
- Program Objectives: East Allen County Schools Guidance Department.**
ED 109 576
- Counseling Services**
A Counseling Bureau Resource Center for Visually Handicapped Students.
ED 109 557
- Decentralization and Student Development: What Is a "Decenter" and How Does It Work?**
ED 109 546
- Decentralized Counseling: An Innovative Approach.**
ED 110 121
- Hatching, Scratching, and Dispatching: A Creative Career Development Approach.**
ED 109 532
- Counselor Evaluation**
Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.
ED 109 570
- Counselor Role**
Career Education and Counselor Education.
ED 109 526
- Career Education: Challenges for Counselors.**
ED 109 530
- Career Guidance, Career Education, and Vocational Education.**
ED 109 527
- Psychological Education: Elementary, Junior High and High School Model Programs.**
ED 109 584
- Counselor Training**
A Comparison of the Effects of Growth Groups in Counselor Education Courses.
ED 109 531
- Implementing the Student Personnel Education Process-Outcome Model (SPEDPOM) in Education 619: Seminar on the College Student and the Environment.**
ED 109 558
- An Introduction to Applications of Biofeedback Training in Counseling.**
ED 109 554
- Involving Students in Assessment of Student Development: A Training Modality.**
ED 109 524
- Self-Control Applications to Counselor Education.**
ED 109 529
- Training Volunteer Court Counselors.**
ED 109 560
- Course Content**
Analysis of the Content, Proportion of Time Spent on Content, and Course Structure of Secondary English Methods Courses in Iowa.
ED 109 692//
- Course Descriptions**
The Dramatic Arts Today: An Introduction to Theatre Study.
ED 109 731
- The Four-Quarter High School in Action.**
ED 109 780//
- Languages for Adults.**
ED 109 374//
- Oregon Graduation Requirements: Guidelines for Planned Course Statements.**
ED 109 749
- Course Evaluation**
1971-72 Tryout of Level 3 Composition Skills Exercises.
ED 109 670
- Career Education: A Report on a State-Funded In-Service Education Project Conducted by the Louisiana State University College of Education and School of Vocational Education.** Research Report. Vol. 4, No. 4.
ED 109 427
- An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course.**
ED 110 129
- Personalized Systems of Instruction.**
ED 110 398
- T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training.**
ED 109 423
- Course Objectives**
Course Objectives: Secondary Language Arts.
ED 109 708
- Oregon Graduation Requirements: Guidelines for Planned Course Statements.**
ED 109 749
- Personalized Systems of Instruction.**
ED 110 398
- Social Studies, K-12. Program of Studies.**
ED 110 364
- The Undergraduate Course in Organizational Communication: Rationale, Objectives, and Strategies.**
ED 109 728
- Course Organization**
An Audio-Tutorial Model for First Year General Chemistry: An Operational Plan for Claremore Junior College.
ED 110 280//
- Handbook for North Dakota Vocational Office Education Teacher-Coordination. North Dakota Occupational Models. A Career Cluster Concept.**
ED 109 331
- Personalized Systems of Instruction.**
ED 110 398
- Court Cases**
Instructional Materials and Copyright Dilemmas.
ED 109 973
- An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education.** Report No. 70.
ED 109 807
- What Every Teacher Should Know about Student Rights.**
ED 110 436
- Court Litigation**
The Civil Rights of Students.
ED 110 552
- Educational Theory Goes to Court: Freedom of Speech and Fitness to Teach.**
ED 110 365
- Equalization—A Report on Compliance with Two Court Decisions in the District of Columbia: Final Report; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."**
ED 110 591
- School Law: An Overview of Recent and Pending Court Action. Student Rights, School Finance and School Desegregation (With Emphasis on Student Rights).**
ED 110 551
- Covert Response**
Differential Covert Conditioning: A Replication of a Study by Epstein and Peterson.
ED 110 482
- Creative Activities**
Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Creative Arts and Physical Education Evaluation Instrument.
ED 110 472
- Creative Art**
Studio in Sculpture, Ceramics, Jewelry. Advanced Elective Courses in Art for Grades 10, 11, or 12: Volume 2.
ED 110 409
- Creative Dramatics**
Speaking Aids Through the Grades.
ED 109 725//
- Creative Thinking**
The Transformation of Personal Themes in Literary Creation.
ED 109 676
- Creative Writing**
A Feel for Words: Making Poetry in the Public Schools. A Handbook for Teachers and Parents.
ED 109 690
- Creativity**
Creativity in Monozygotic and Dizygotic Twins.
ED 109 580
- The Effects of Two Patterns of Teaching on Aspects of Verbal and Figural Creativity in Fifth Grade Science Students.**
ED 110 318//
- The Transformation of Personal Themes in Literary Creation.**
ED 109 676
- Credit Courses**
Real Estate Education in Community Colleges: The Texas Experience.
ED 109 415
- Credits**
Modern Language Learning in Adult Education.
ED 109 878
- A Study of Overloading in University of Papua and New Guinea (UPNG). E.R.U. Report 14.**
ED 110 340
- Criminals**
A Model Assessment and Classification System for Men and Women in Correctional Institutions.
ED 109 326
- Criterion Referenced Tests**
A Criterion Test for Classification Tasks.
ED 110 522
- The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills.**
ED 109 614//
- Variables in Adaptive Decisions in Individualized Instruction.**
ED 110 442
- Critical Incidents Method**
SHAPES—Shared Process Evaluation System: With Case Study.
ED 109 353
- Critical Reading**
Literature for the Adolescent Reader—An Explosion of Reality.
ED 109 636
- Cross Cultural Studies**
Cross Cultural Early Education and Day Care: A Bibliography.
ED 110 155
- A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States.**
ED 109 707
- Early Childhood Education in Scandinavia.**
ED 110 157
- Homogeneity of Individual Value Orientations: A Macro-Social Investigation.**
ED 110 349
- Self-Perception, Socio-Economic Status and Related Variables in Black, Mexican-American and White Youths.**
ED 109 585
- Sex Role Socialization Patterns in Selected Societies.**
ED 109 517

Crossroads Survey

Quality of Rural Life: Assessing the Structure and Availability of Services and Amenities in Rural Areas.

ED 110 238

Cross Sectional Studies

A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply.

ED 109 347

First Cross-Sectional Study of Attainment of the Concepts "Equilateral Triangle", "Cutting Tool" and "Noun" by Children 5 to 16 of City A. Report from the Program on Children's Learning and Development. Technical Report No. 287.

ED 110 464

Crucigrams

Crucigrams: Crossword Puzzles for Primary Grades.

ED 109 885

Cultural Awareness

Cultural Awareness: Learning Your Way Around a New Culture. Revised.

ED 109 547

Handbook on Mexico for Elementary and Secondary Teachers.

ED 109 903

A Hawaiiana Program Guide and Teacher Orientation.

ED 110 368

Native American Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 22.

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Selected Bibliography on Culture and Cultural Materials. Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context.

ED 110 370//

A Study of the Effectiveness of the Booklet Entitled "Family Tours of Michiana."

ED 110 358

Suggestions for Teaching Rural Alaska Native Students.

ED 110 267

Cultural Background

The Metis: Canada's Forgotten People.

ED 110 208//

Six Metis Communities.

ED 110 209//

Traditional Athabaskan Law Ways and Their Relationship to Contemporary Problems of "Bush Justice". Some Preliminary Observations on Structure and Function. Institute of Social, Economic and Government Research (ISEGR) Occasional Papers No. 7.

ED 110 259

Cultural Context

Context, Situation, and Experience.

ED 109 886

Ethnocentrism, Education, and Anthropology: A Preliminary Report. Working Paper No. 127-72.

ED 110 386

Cultural Differences

Comparative Studies of Semantic Structure. Final Report.

ED 109 897

Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671.

ED 109 870//

Homogeneity of Individual Value Orientations: A Macro-Social Investigation.

ED 110 349

The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.

ED 109 550

Some Cultural Problems in Teaching Romanian.

ED 109 910

Teaching Culture. The Working Papers of the 1972 Pre-Conference Workshop.

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Cultural Education

Selected Bibliography on Culture and Cultural Materials. Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context.

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A Study of the Effectiveness of the Booklet Entitled "Family Tours of Michiana."

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Cultural Environment

A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights.

ED 110 207//

Cultural Exchange

On Romanian-American Cultural Relations.

ED 109 908

Romanian Conference. Final Report.

ED 109 904

Values and Desiderata of the Cultural Exchange Program with Romania.

ED 109 912

Cultural Factors

Demographic Factors in the Education of Relations in Analogy Picture Pairs. Technical Report No. 7.

ED 109 678

Cultural Images

Black Magazines: An Exploratory Study.

ED 109 700

World Citizen Responsibility: Assessment Techniques, Developmental Studies, Material Construction, and Experimental Teaching.

ED 110 373

Cultural Interrelationships

Cultural Awareness: Learning Your Way Around a New Culture. Revised.

ED 109 547

Culturally Disadvantaged

Teaching Reading to the Culturally Disadvantaged: A Selected Annotated Bibliography.

ED 109 658

Cultural Pluralism

Boundary Maintenance in the Urban Environment: The Papago Case.

ED 110 243

Ethnic Studies as a Process of Curriculum Reform.

ED 110 377

Cultural Traits

The Poor Vs. the Non-Poor: An Ethnic and Metropolitan-Nonmetropolitan Comparison.

ED 110 527

Culture

A Hawaiiana Program Guide and Teacher Orientation.

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Culture Conflict

Mexican-Americans Tomorrow: Educational and Economic Perspectives.

ED 110 253//

Traditional Athabaskan Law Ways and Their Relationship to Contemporary Problems of "Bush Justice". Some Preliminary Observations on Structure and Function. Institute of Social, Economic and Government Research (ISEGR) Occasional Papers No. 7.

ED 110 259

Culture Contact

On Romanian-American Cultural Relations.

ED 109 908

Current Events

Topic Today. Report for 1974/75.

ED 110 375

Curriculum

Analyses of Research Studies Pertaining to the CHEM Study and the CBA Programs.

ED 110 272//

Analysis of Freshman Chemistry Curriculum Practices and Their Relation and Implications to the Students Attitudes and Values.

ED 110 278//

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. ERIC/CUE Doctoral Research Series No. 12.

ED 110 587

Curriculum and Teaching: An Un-American View.

ED 110 420

Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965-1973.

ED 109 929

The Thirteen-College Curriculum Program: A Study of Teachers' Attitudinal Change Toward an Innovative Science Curriculum.

ED 110 304//

Curriculum Design

Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report.

ED 109 827

English E. R. A. S. (Educational Resources Allocation System); A Series of Reports Outlining the Planning Phase, Intermediate Division.

ED 109 695

Matrix Analysis: A Pragmatic Approach to Curriculum Design.

ED 109 329

Performance-Based Curricula for Vocational Teachers.

ED 109 348

Curriculum Development

Career Education-Feminine Version.

ED 109 564//

Celestial Navigation for High School Students.

ED 110 274//

Community Development: Concepts, Curriculum, Training Needs.

ED 109 360

Comparing Political Experiences.

ED 110 350

Developing an Individualized Learning Course for an Urban Community College.

ED 110 131

The Development of Teaching Units for Office Education Simulated Programs for Use in the State of North Dakota. Final Report.

ED 109 332

Electronics Technology Curriculum Development Project (ETCDP): Report.

ED 109 433

Ethnic Studies as a Process of Curriculum Reform.

ED 110 377

Evaluation of Learning in Language Arts Vernacular Instruction.

ED 109 934

Fugitive Essays and Other Papers: 1973-74.

ED 109 395

Logical Operations Instruction in the Preschool. Final Report-Hatch Research Project 142-1769, July 1st, 1971, to August 30th, 1974.

ED 110 186

The Making of an Air-Supported Campus. Antioch's Bubble. Final Report.

ED 109 955

A Means of Clarifying Terminology in Social Studies Curriculum.

ED 110 383

Models for Career Education in Iowa; Implementing Career Education in the School Curriculum.

ED 109 312

Models for Career Education in Iowa; Kindergarten-Grade 6: Staff Development-Career Curriculum Project.

ED 109 315

Performance-Based Curricula for Vocational Teachers.

ED 109 348

Performance-Based Teacher Education Curricula: Implications for Programs.

ED 109 377

Preparation of Problem Oriented Learning Materials: Experimental Project: Farmers Functional Literacy Programme.

ED 109 456

Teaching Africa Today: A Handbook for Teachers and Curriculum Planners.

ED 110 374//

The Teaching of Economics in Schools. Report of a Joint Committee of the Royal Economic Society, the Association of University Teachers of Economics, and the Economics Association.

ED 110 357

Theoretical Basis for the Development of the Language Arts Curriculum in Bilingual Programs.

ED 109 930

Topic Today. Report for 1974/75.

ED 110 375

The Undergraduate Course in Organizational Communication: Rationale, Objectives, and Strategies.

ED 109 728

Curriculum Evaluation

English E. R. A. S. (Educational Resources Allocation System); A Series of Reports Outlining the Planning Phase, Intermediate Division.

ED 109 695

French in Africa: A Guide to the Teaching of French as a Foreign Language. Unesco Source Books on Curricula and Methods.

ED 109 931//

Logical Operations Instruction in the Preschool. Final Report-Hatch Research Project 142-1769, July 1st, 1971, to August 30th, 1974.

ED 110 186

The Teaching of Economics in Schools. Report of a Joint Committee of the Royal Economic Society, the Association of University Teachers of Economics, and the Economics Association.

ED 110 357

Women in the Work Force: Follow-Up Study of Curriculum Materials. Research and Development Series No. 102.

ED 109 559

Curriculum Guides

Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

ED 110 542

Career Development Guide: Grades K-12.

ED 109 298

Career Education for Adults: Community Resources Module.

ED 109 358

Career Education for Adults: Consumer Economics Module.

ED 109 354

Career Education for Adults: Government and Law.

ED 109 357

Career Education for Adults: Health Module.

ED 109 356

Career Education for Adults: Occupational Information Module.

ED 109 355

Career Education-World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [K-1].

ED 109 369

Career Education-World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [2-3].

ED 109 370

Career Education-World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [4-5].

ED 109 371

Career Education-World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [6-7].

ED 109 372

Communication Arts Curriculum: A Model Program.

ED 109 710

A Course of Study for the Trainable Mentally Retarded: A Guide to Curriculum Development in Elementary and Secondary Schools.

ED 109 852

The Dale Avenue Performance Objective Model. A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement.

ED 110 540

Drill Press Operator: Instructor's Guide.

ED 109 477

Electronics Technology Curriculum Development Project (ETCDP): Report.

ED 109 433

Guidelines for Aviation Education in Schools of Pennsylvania with Annotated Teacher's Course of Study and Planning Chart.

ED 109 483

Guidelines for Employment Orientation Programs for Special Needs Students; A Broad Basic Curriculum.

ED 109 835

A Hawaiian Program Guide and Teacher Orientation.

ED 110 368

Law Everyone Should Know. Adult Course Outline, 1974 Revision.

ED 109 478

Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition.

ED 110 162

Penetrating School Strata Through Career Education (Grades 7 and 8).

ED 109 299

Penetrating School Strata Through Career Education (Grades K-6).

ED 109 300

Program of Studies: Business Education: Grades 9-12.

ED 109 300

Program of Studies: Distributive Education: Grades 7-12.

ED 109 301

Program of Studies: Driver Education: Grades 9-12.

ED 109 302

Program of Studies: Home Economics: Grades 7-12.

ED 109 303

Program of Studies: Industrial Arts: Grades 7-12.

ED 109 304

Program of Studies: Trade and Industrial: Grades 9-12.

ED 109 305

Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level.

ED 109 844

A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School.

ED 109 849

A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School.

ED 109 850

A Syllabus for an Inservice Course in Applied Linguistics in Spanish.

ED 109 920

Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

ED 110 539

Teacher's Guide to Accompany "Read and Tell 1," "Read-It-Yourself 1, Book A," "Read-It-Yourself 1, Book B," "Do-It-Yourself 1."

ED 110 177//

Volunteer Program Management: A Suggested Community College Curriculum.

ED 110 108

Curriculum of Attainments

Instituting Competency-Based Degree Programs in a Large Public University. Curriculum of Attainments.

ED 109 963

Curriculum Planning

Community Development: Concepts, Curriculum, Training Needs.

ED 109 360

Curriculum Problems

Ethnic Studies as a Process of Curriculum Reform.

ED 110 377

Curriculum Research

Curriculum and Teaching: An Un-American View.

ED 110 420

Daily Living Skills

Career Education: Its Implications for the Educable Retarded. Project Price Working Paper No. 3.

ED 109 838

Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. Project Price Working Paper No. 4.

ED 109 839

Dallas Independent School District

Evaluation of Career Education in Dallas.

ED 110 491

Dance

Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture.

ED 110 412

Data

Higher Education Finance Manual 1975.

ED 109 945

Data Analysis

Achievement and Attitude with Computer Related Instruction: A Field Experiment.

ED 110 399

An Analysis of Two Sets of Mexican-American Bilingual Data.

ED 110 205

Higher Education Finance Manual 1975.

ED 109 945

Inequality in California School Finance: Dimensions, Sources, Remedies.

ED 109 809

Teachers and Students. Aspects of American Higher Education.

ED 109 975//

Data Bases

An Analysis of Methods for Preparing a Large Natural Language Data Base.

ED 110 048

ICIS and the Reduction of Paperback.

ED 109 983

An Overview of Two Recent Surveys of Administrative Computer Operations in Higher Education.

ED 109 953

The Use of Unobtrusive Indices To Pulsate Community Feelings.

ED 109 739

Data Collection

A Comparison of Three Methods of Conducting a Follow-up Study.

ED 109 339

A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules.

ED 110 045

Impact of Design Trade Studies on System Human Resources.

ED 109 452

Data Processing

Functional Overview of SWRL/IMS Version 3.

ED 110 047

The Future of Higher Education Information Systems: Yesterday's Solutions are Tomorrow's Problems. Proceedings of the 1973 CAUSE National Conference, New Orleans, December, 1973.

ED 110 006

Information Exchange Procedures. Data Formats and Definitions. Technical Report No. 64.

ED 109 969

Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 1.

ED 110 065

Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 2.

ED 110 066

Day Care Programs

ASUCLA Child Care Center Workshop Evaluation and Documentation Report: A Project of the Faculty and Students of the Early Childhood Development Specialization.

ED 110 184

Cross Cultural Early Education and Day Care: A Bibliography.

ED 110 155

Day Care Services

The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74.

ED 110 194

Day Care Licensing and Regulation: A Program Evaluation.

ED 110 178

Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10.

ED 110 161

An Investigation of the Machiavellianism of Day Care Center Directors in the St. Louis Metropolitan Area.

ED 110 189

Social-Emotional Effects of Day Care. Final Project Report.

ED 110 164

Deaf

Post Secondary Programs for the Deaf: V. Follow-Up Data Analysis. Research Report No. 79.

ED 109 862

Death

Counseling Older Persons: Careers, Retirement, Dying.

ED 109 588

The Social Readjustment for the Remaining Partner.

ED 109 555

Debate

World Resources; 1975-76 National High School Debate and Discussion Resource Materials.

ED 109 714//

World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated.

ED 109 712

Decentralization

The Community School: A Working Bibliography. Research Paper No. 1.

ED 109 465

Decentralization and Student Development: What Is a "Decenter" and How Does It Work?

ED 109 546

Decentralized Counseling: An Innovative Approach.

ED 110 121

The Industrialization of Nonmetropolitan Counties: "Submetropolitanization" Versus Decentralization. Center of Applied Sociology, Working Paper RID 75.3.

ED 110 245

Decentralized Counseling

Decentralized Counseling: An Innovative Approach.

ED 110 121

Decision Making

Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures.

ED 109 548

Delphi Decision Methods in Higher Education Administration.

ED 109 941

An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975.

ED 109 513

Father-Son Decision-Making in Joint Farming Arrangements.

ED 110 249

An Introduction to Decision Logic Tables.

ED 110 003

Open Enrollment: A Study in Revealed Preferences for Educational Outcomes in a Big City School System.

ED 109 742

Toward a Heuristic Theory of Values.

ED 109 716

The Use of Unobtrusive Indices To Pulsate Community Feelings.

ED 109 739

Decision Making Skills

Strengthening Toward Career Decisions.

ED 109 304

Decision Tables

An Introduction to Decision Logic Tables.

ED 110 003

Decoding (Reading)

Assessment of Subskills Related to Novel Word Decoding.

ED 109 633

The Effects of Letter Pattern Training and Grammatical Context on Sight Word Learning in Kindergartners.

ED 109 628

Evaluation of an Objective-Based Curriculum in Word Attack.

ED 109 665

Irregularly-Spelled Base Words and Their Derived Forms.

ED 109 702

Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination.

ED 109 666

A Taped Echoic Response Method with Segmented Print for Poor Readers in Secondary School.

ED 109 661

Deductive Methods

The Effect of Mode of Instruction and Exposure Time to Examples on the Acquisition of a Biological Concept.

ED 110 323//

Definitions

Child Neglect: State of Knowledge. Final Report.

ED 109 840

Degrees (Titles)

Diplomes 1972. Documents Demographic Scolaire 9-30 (Diplomas 1972. Scholastic Demographic Document 9-30).

ED 109 792

Deinstitutionalization

Several Issues in Mental Retardation: A Needed Perspective? Working Paper No. 81.

ED 109 836

Delgado College

The Mini-Grant: A Means for Instructional Improvement through Research.

ED 110 149

Delinquency Prevention

Evaluation of the Chinatown Youth Services and Coordinating Center.

ED 110 562

Delivery Systems

Applications Technology Satellite-6 (ATS-6).

ED 109 990

Children's Services in Massachusetts. Annual Report 1974.

ED 109 875

Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10.

ED 110 161

Information Exchange Procedures. Data Formats and Definitions. Technical Report No. 64.

ED 109 969

New Designs for Correctional Education and Training Programs.

ED 109 373

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ED 110 262

Delphi Method

Delphi Decision Methods in Higher Education Administration.

ED 109 941

Delphi Technique

The Future of School Library Media Centers.

ED 110 069

Skyline Wide Educational Plan (SWEP) Planning Project. Combined Quarterly Report No. 4 (April 1 to June 30, 1974) and Final Report (July, 1973 to August, 1974). Volume 1.

ED 109 759

Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Educational Goals for the Future (1980's). SWEP Evaluation Report No. 2.

ED 109 760

Democratic Values

The Problem of Citizenship Training in the Age of Aquarius.

ED 110 369

Social Development and Training in School: Glimpses from Two Research Projects. *Studia Psychologica et Paedagogica Series Altera*, No. 24.

ED 110 388

Demography

Campus in Transition.

ED 109 974

Child Abuse: Some Findings from the Analysis of 1172 Reported Cases.

ED 110 174

Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?

ED 109 964

Demographic Factors in the Education of Relations in Analogy Picture Pairs. Technical Report No. 7.

ED 109 678

The People Look at Public Television, 1974.

ED 110 001//

Persons of Spanish Origin in the United States: March 1975 (Advance Report). Population Characteristics, Current Population Reports.

ED 110 255

Planning for Changing Demographic Trends in Public and Private Institutions.

ED 109 961

Social Science Research on Population and Development.

ED 110 389

Demonstration Projects

Building Foundations for Educational Change: Wisconsin Title III ESEA, 1975.

ED 110 573

A Directory of Title III, ESEA Projects [Arkansas].

ED 110 569

Explorations: Title III ESEA Programs in Iowa.

ED 110 576

Innovative and Exemplary Projects in Missouri Schools [Title III, ESEA].

ED 110 574

An Inventory of ESEA Title III Projects, FY 1974 [Delaware].

ED 110 572

Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase.

ED 109 308

Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase.

ED 109 309

Models for Career Education in Iowa; Career Development Model and Explanation.

ED 109 311

Models for Career Education in Iowa; Implementing Career Education in the School Curriculum.

ED 109 312

Pacesetters 1973 Evaluation: Idaho Emphasis, Title III ESEA.

ED 110 570

Profiles of Innovative Exemplary School Programs in Kentucky [1974-75].

ED 110 575

Profiles of Ohio ESEA Title III Projects, [Ohio]. Status and Progress Report.

ED 110 571

Study of Education Satellite Communications Demonstration in Alaska: Some Tentative Conclusions. 4th Bi-Monthly Report.

ED 110 031

Title III in Oklahoma [1973-74].

ED 110 577

Dentistry

Continuing Education in Dentistry: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 5.

ED 109 470

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 12.

Dental QPCB Task Sort for Dental Patient Care, Prosthetics, Laboratory, and Administration.

ED 110 296//

Depleted Resources

World Resources; 1975-76 National High School Debate and Discussion Resource Materials.

ED 109 714//

World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated.

ED 109 712

Descriptive Linguistics

Aspects of Antonymy in Romanian.

ED 109 905

Romanian Conference. Final Report.

ED 109 904

Design

Functional Overview of SWRL/IMS Version 3.

ED 110 047

Study to Determine the Requirements for an Experimental Training Simulation System.

ED 110 034

Design Crafts

Graphic Design in Educational Television.

ED 110 039//

Detroui

[Education Task Force Recommendations to Improve Reading and Communication Skills.] Revised.

ED 110 529

Developing Nations

Adult Education for Farmers in a Developing Society.

ED 109 422

Teaching Africa Today: A Handbook for Teachers and Curriculum Planners.

ED 110 374//

214 Subject Index

Developmental Guidance

- The Drug Alternative. ED 110 426
 Psychological Education: Elementary, Junior High and High School Model Programs. ED 109 584

Developmental Programs

- Assessment of Student Development. ED 109 543
 Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey. ED 110 133
 Developmental Education through the Eyes of the Special Interest Group for Two Year Colleges of the International Reading Association. ED 109 656
 The Development of Guidelines for Recruitment Programs in Agricultural Education. ED 109 424
 Involving Students in Assessment of Student Development: A Training Modality. ED 109 524

Developmental Reading

- Developmental Education through the Eyes of the Special Interest Group for Two Year Colleges of the International Reading Association. ED 109 656
 "The Wisconsin Design for Reading Skill Development": Study Skills; A Report on the Type I Field Test, 1971-1973. Part 1 and 2. ED 109 668

Diachronic Linguistics

- American Terms in the Romanian of Science and Technology. ED 109 909

Diagnostic Teaching

- Individualized Language Arts--Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual...ESEA Title III Project: 70-014. ED 110 544
 Individualized Language Arts -- Diagnosis, Prescription, Evaluation. An ESEA Title III Project Prospectus: 70-014. ED 110 545

Diagnostic Tests

- Diagnostic and Identification Implications of Primary Mental Abilities Test for Educationally Deficient Children. ED 109 860
 Screening and Assessment of Children: An Abstract Bibliography. ED 110 160
 Selection of Developmental Assessment Techniques for Infants at Risk. ED 110 191

Dialect Studies

- An Analysis of Two Sets of Mexican-American Bilingual Data. ED 110 205
 Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks. ED 109 883

Dictionaries

- A Comparison of the Mod 3 Entry Lexicon with Two Lexicons of Black Kindergarten Children. ED 109 686
 Dictionary of American Regional English. Final Report. ED 109 689

Dictionary of American Regional English

- Dictionary of American Regional English. Final Report. ED 109 689

Differentiated Staffs

- An Overview: Purposes and Programs. ED 109 444

Diglossia

- From Gulf Arabic into Modern Standard Arabic: A Pilot Study. ED 109 881

Dining Facilities

- Food Service Facilities. ED 109 804

Directories

- Conservation Directory, 1975. ED 110 324//

Directory of Adult Education Agencies in Egypt.

- ED 109 359

FID Yearbook 1975.

- ED 110 000

Index to 16mm Educational Films. Volume 1, Subject Guide and Directory of Producers-Distributors. Fifth Edition.

- ED 110 078//

Index to 16mm Educational Films. Volume 2, Alphabetical Guide (A-L). Fifth Edition.

- ED 110 079//

Index to 16mm Educational Films. Volume 3, Alphabetical Guide (M-Z). Fifth Edition.

- ED 110 080//

Index to 35mm Educational Filmstrips. Volume 1, Subject Section Outline, Index to Subject Headings, Subject Guide, Alphabetical Guide (A-G). Fifth Edition.

- ED 110 091//

Index to 35mm Educational Filmstrips. Volume 2, Alphabetical Guide (H-Z), Producer/Distributor Code Section. Fifth Edition.

- ED 110 092//

Index to Educational Overhead Transparencies. Volume 1, Subject Heading Outline, Index to Subject Headings, Subject Guide, Alphabetical Guide (A-F). Fourth Edition.

- ED 110 083//

Index to Educational Overhead Transparencies. Volume 2, Alphabetical Guide (G-Z), Producer/Distributor Code Section. Fourth Edition.

- ED 110 084//

Index to Educational Videotapes. Third Edition.

- ED 110 085//

Index to Producers and Distributors (Non-Book Media). Third Edition.

- ED 110 093//

Disadvantaged Youth

- Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671. ED 109 870//

The Effectiveness of Postsecondary Opportunity Programs for the Disadvantaged: A Report of a Research Study Conducted by the Office of Higher and Professional Education.

- ED 110 547

The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota.

- ED 109 613//

Gifted: Handicapped, Disadvantaged and Underachievers: A Selective Bibliography. Exceptional Child Bibliography Series No. 660.

- ED 109 865//

Music and the Disadvantaged: A Teaching-Learning Project with Headstart Teachers and Children. Final Report.

- ED 110 165

Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft.

- ED 110 525

Self-Discipline--A Commonly Ignored Factor in the Education of Minority Group College Students.

- ED 110 535

Toward High Quality Family Day Care for Infants and Toddlers. Final Report.

- ED 110 183

Discipline

- A Guide to Student Rights and Responsibilities in the Department of Defense Overseas Dependents Schools System. ED 109 776

Some Myths Regarding the Use of Corporal Punishment in the Schools.

- ED 109 829

Students' Rights and Discipline.

- ED 109 773

Discipline Policy

- Some Myths Regarding the Use of Corporal Punishment in the Schools. ED 109 829

Discographies

- Sources of Broadcast Audio Programming. ED 109 724

Discrimination Learning

- Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination.

- ED 109 666
 The Role of Cue Familiarization in the Discrimination Performance of Retardates, Primary Students, and College Students. ED 109 520

Discriminatory Attitudes (Social)

- Social Stratification in New York City Athletic Clubs, 1865-1915. ED 110 428

Distar

- The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts. ED 110 170

The Effect of the DISTAR Instructional System: An Evaluation of the 1972-1973 Title I Program of Winthrop, Massachusetts.

- ED 110 171

Distar Reading Program

- The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota. ED 109 613//

Distributive Education

- Program of Studies: Distributive Education: Grades 7-12. ED 109 501

Distributive Education Teachers

- Business Office Occupations and Distributive Education: Keys to Career Education. ED 109 463

Divergent Thinking

- An Exploratory Study of Secondary School Geometry Students: Problem Solving Related to Convergent-Divergent Productivity. ED 110 328//

Doctoral Theses

- Canadian Theses in Adult Education: A Look at the '70s. ED 109 490

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. ERIC/CUE Doctoral Research Series No. 12.

- ED 110 587

Doctoral Dissertations Concerning Career Education, 1960-1971.

- ED 109 429

Preliminary Checklist of M.A. Theses and Ph.D. Dissertations Related to Asian American Studies in the UCLA Library.

- ED 110 567

Reading and Language Arts Curriculum for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series No. 13.

- ED 110 593

School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations.

- ED 110 585

Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series, No. 11.

- ED 110 589

Documentation

- Eudised Project; A Preliminary Assessment of the Draft Eudised Programme 1976-78. ED 110 026

FID Yearbook 1975.

- ED 110 000

Planning National Infrastructures for Documentation, Libraries and Archives: Outline of a General Policy.

- ED 110 036//

Quantitative Approaches to the Management of Information/Document Retrieval at the University of Illinois.

- ED 110 025

Six Documents from the Committee for Educational Documentation and Information.

- ED 109 982

Dominicans

- The Phenomenon of Migrant Illegality: The Case of Dominicans in New York. ED 110 548

Dormitories

- Assessing Student Development in the Residential Environment: A Bibliography of Related Research.

- Drama**
The Dramatic Arts Today: An Introduction to Theatre Study. ED 109 960
Guide to Play Selection; A Selective Bibliography for Production and Study of Modern Plays. Third Edition. ED 109 731
- Dramatics**
The Dramatic Arts Today: An Introduction to Theatre Study. ED 109 731
Guide to Play Selection; A Selective Bibliography for Production and Study of Modern Plays. Third Edition. ED 109 696
- Drill Press Operators**
Drill Press Operator: Instructor's Guide. ED 109 477
- Drinking**
DWI (Driving While Intoxicated) Law Enforcement Training Project; Evaluation Aids Packet and Media Log. ED 109 441
Task Force on Responsible Decisions about Alcohol, Interim Report Number 1. Summary, Technical Document, and Reports on Working Conferences. ED 109 535
- Driver Education**
Program of Studies: Driver Education: Grades 9-12. ED 109 502
- Dropout Characteristics**
[El Paso Community College Attrition Studies, Fall 1971-Fall 1974.] ED 110 114
- Dropout Prevention**
Schools Council and the Young School Leaver. ED 109 537
- Dropout Problems**
Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model: A Task Force Report. General Report No. 3. ED 109 445
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 2, 1973. ED 110 385
- Dropout Programs**
Evaluation of the 1973-1974 Issaquah Re-Entry Program. ED 110 584
- Dropout Rehabilitation**
Evaluation of the 1973-1974 Issaquah Re-Entry Program. ED 110 584
- Dropouts**
Legal Rights and Remedies of High School Dropouts and Potential Dropouts. Urban Disadvantaged Series, No. 44. ED 110 588
- Drug Abuse**
The Drug Alternative. ED 110 426
An Evaluation of Five Drug Abuse Education Projects. Parts I and II. Final Report, March 1973-1974. ED 109 575//
Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1. ED 109 516
Treatment of Drug Abuse: An Overview. National Clearinghouse for Drug Abuse Information Report Series 34, Number 1. ED 109 568
- Drug Education**
The Drug Alternative. ED 110 426
An Evaluation of Five Drug Abuse Education Projects. Parts I and II. Final Report, March 1973-1974. ED 109 575//
Super Me/Super Yo. A Bilingual Activity Book for Young Children [and] Guide for Parents, Teachers and Older Brothers and Sisters. ED 109 914
- Drug Therapy**
Computer-Assisted Education System for Psychopharmacology. ED 110 022
Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1. ED 109 516
Treatment of Drug Abuse: An Overview. National Clearinghouse for Drug Abuse Information Report Series 34, Number 1. ED 109 568
- Due Process**
Individual Rights. A Resource Manual for Teachers and Students. ED 110 392
- Dutch**
Semantic Primacy in First and Second Language Acquisition. ED 109 924
- Early Childhood**
The Darker Side of Childhood: 46 Things You Need to Know About Texas Children. ED 110 172
Early Childhood-Identification: A Selective Bibliography. Exceptional Child Bibliography Series No. 606. ED 109 863//
- Early Childhood Education**
Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade. ED 110 542
ASUCLA Child Care Center Workshop Evaluation and Documentation Report: A Project of the Faculty and Students of the Early Childhood Development Specialization. ED 110 184
The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74. ED 110 194
Cognitive Development in Young Children: A Report for Teachers. ED 110 167
Cross Cultural Early Education and Day Care: A Bibliography. ED 110 155
The Dale Avenue Performance Objective Model. A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement. ED 110 540
Dale Avenue Performance Objective Model Pre-Primary-Primary Performance Objectives Prekindergarten Through Grade Three: Manual; Record Book. ED 110 543
Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual. ED 110 541
Day Care Licensing and Regulation: A Program Evaluation. ED 110 178
Early Childhood Education. First Annual Evaluation Report 1973-74. ED 110 168
Early Childhood Education in Scandinavia. ED 110 157
Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671. ED 109 870//
Early Childhood Intervention-Exceptionalities: A Selective Bibliography. Exceptional Child Bibliography Series No. 669. ED 109 868//
Early Childhood Intervention-General Theory and Programs: A Selective Bibliography. Exceptional Child Bibliography Series No. 662. ED 109 866//
The Effects of a Kindergarten Mathematics Program Implemented through In-Service Teacher Education. ED 110 176
At Home with Children. A Resource Book for Family Day Care -- Part 1. Summary Report: Educational Day Care Consultation Project -- Part 2. ED 110 158
HSST/CDA Trainee Handbook. ED 110 193
Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10. ED 110 161
- An Investigation of the Machiavellianism of Day Care Center Directors in the St. Louis Metropolitan Area. ED 110 189
Parenting in 1975: A Listing from PMIC. ED 110 156
Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition. ED 110 162
Pre-Kindergarten Program Evaluation. ED 110 190
Screening and Assessment of Children: An Abstract Bibliography. ED 110 160
Social Development in Young Children: A Report for Teachers. ED 110 166
Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Pre-kindergarten through Third Grade. ED 110 539
Teacher's Guide to Accompany "Read and Tell I," "Read-It-Yourself 1, Book A," "Read-It-Yourself 1, Book B," "Do-It-Yourself 1." ED 110 177//
Today's Child - Tomorrow's World. ED 110 196
Toward High Quality Family Day Care for Infants and Toddlers. Final Report. ED 110 183
A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163
What Are the Essential Characteristics of the Effective Early Education Programs? ED 110 197
Workjobs...for Parents: Activity-Centered Learning in the Home. ED 110 198//
- East Asia**
Recommended East Asian Core Collections for Children's, High School, Public, Community College and Undergraduate College Libraries. ED 110 021
- Eating Habits**
Some Biochemical Correlates of Academic Achievement (College Women--Their Eating Habits and Academic Achievement). ED 110 117
- Economically Disadvantaged**
Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography. ED 110 532
The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74. ED 110 194
Level of Manufacturing Activity, Unemployment and Poverty. Center of Applied Sociology, Working Paper RID 75.2. ED 110 244
- Economic Change**
Policy Analysis for Rural Development and Growth Management in Colorado. ED 110 252
- Economic Development**
Workshop on Education and Training Needs for Philippine Environmental Programs (Manila, Philippines, May 27-31, 1974). ED 110 343//
- Economic Disadvantage**
The Darker Side of Childhood: 46 Things You Need to Know About Texas Children. ED 110 172
Myths and Facts About Welfare and the Scheme of Things Economic. ED 110 526
Structure and Change in the Behavior of Economically Disadvantaged Preschool Children. ED 110 488
- Economic Education**
The Teaching of Economics in Schools. Report of a Joint Committee of the Royal Economic Society, the Association of University Teachers of Economics, and the Economics Association. ED 110 357
- Economic Factors**
The Economic Condition of the Mexican-American. ED 110 254//

216 Subject Index

Foundations of Education for Business. National Business Education Yearbook, Number 13.

ED 109 383//

High Schools and the Social Relations of Production.

ED 110 360

Myths and Facts About Welfare and the Scheme of Things Economic.

ED 110 526

The Political Economy of Military Manpower Procurement in Peacetime.

ED 109 345

The Poor Vs. the Non-Poor: An Ethnic and Metropolitan-Nonmetropolitan Comparison.

ED 110 527

Economic Research

An Econometric Analysis of the Unemployment Insurance System in a Local Urban Labor Market. Final Report for September 1, 1973-September 30, 1974.

ED 109 399

The Interaction Between Parent Investment in Children and Family Size: An Economic Analysis.

ED 110 408

Economics

The Economic Condition of the Mexican-American.

ED 110 254//

Income and Employment Generation in Rural Areas in Relation to Alternative Farm Programs (with Special Emphasis on the North Central Region).

ED 110 210

The Teaching of Economics in Schools. Report of a Joint Committee of the Royal Economic Society, the Association of University Teachers of Economics, and the Economics Association.

ED 110 357

Educable Mentally Handicapped

Career Education: Its Implications for the Educable Retarded. Project Price Working Paper No. 3.

ED 109 838

Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. Project Price Working Paper No. 4.

ED 109 839

The Effects of Four Instructional Strategies on the Learning of a Geometric Concept by Elementary and Middle School EMR Students.

ED 110 334//

Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).

ED 109 842

Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level.

ED 109 844

A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School.

ED 109 849

A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School.

ED 109 850

Teacher In-Service.

ED 109 856

Education

Digest of Federal Laws: Equal Rights for Women in Education. Report No. 61.

ED 109 738

Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965-1973.

ED 109 929

Mexican-Americans Tomorrow: Educational and Economic Perspectives.

ED 110 253//

Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington.

ED 110 264

Educational Accountability

Evaluating Occupational Education and Training Programs.

ED 109 449//

Evaluation in a Management by Objectives System.

ED 110 459

Factors Perpetuating the Low Academic Status of Chicano High School Students. Research and Development Memorandum No. 138.

ED 110 241

Higher Education Management: An Overview.

ED 109 972

A Performance Accountability System for School Administrators.

ED 109 778//

A Report of a Program for Identifying Goals and Behavioral Objectives of Representative Pupil Personnel Programs in the Public Schools of Connecticut.

ED 109 577

Educational Administration

Educational Task Force Guidance and Counseling Recommendations.

ED 110 531

[Education Task Force Recommendations to Improve Reading and Communication Skills.] Revised.

ED 110 529

Food Management System-Daily Production Reports: General Description and Users Guide. Project SIMU-School: Dallas Component.

ED 109 766

Kindergarten Handbook.

ED 109 751

Le Diplôme d'Université Face aux Activités de Formation Continue: Analyse Sommaire de la Documentation Actuelle. (The University Graduate with Respect to Continuing Education Programs: Summary Analysis of Current Documentation).

ED 109 453

An Overview of Two Recent Surveys of Administrative Computer Operations in Higher Education.

ED 109 953

PPBS and Indiana Schools: A Manual for Operationalizing PPBS.

ED 109 771

Selected References in Educational Planning. Part 2: A Supplement. Research Report No. 21(A).

ED 109 758

Educational Alternatives

Alternative School Development: A Guide for Practitioners.

ED 110 458

Comparing Political Experiences.

ED 110 350

Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?

ED 109 964

The Development and Evaluation of an Alternative High School: A Report on S. E. E. (School of Experiential Education). Phase I.

ED 109 831

The Development of a Self-Study Model for Non-Traditional Institutions.

ED 109 970

A Proposal for Undergraduate Staffing of Alternative Schools.

ED 110 455

Educational Assessment

The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course.

ED 109 992

Career Planning Program: Grades 8-11; Handbook: User's Guide and Summary of Research.

ED 109 362

A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45.

ED 109 404

Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects.

ED 109 378

Development of the California Entry Level Test: Construct Validity of the Subtests.

ED 110 520

Dissemination and Utilization of Assessment Results in Oregon.

ED 110 518

Evaluating Occupational Education and Training Programs.

ED 109 449//

Future Opportunities for Foundation Support. IFF Report R-11.

ED 110 010

Identification and Evaluation of Legal Constraints on Educational Productivity. Final Report.

ED 109 832

The Implementation of a District-Wide Evaluation Model.

ED 109 822

Needs Assessment Model: East Stroudsburg.

ED 110 465

Pennsylvania's Preparing for a Changing World Instrument: A Validation Study.

ED 110 523

Planning for Planning. Relationships between Universities and Governments: Guidelines to Process.

ED 109 977

Educational Attitudes

Career Education: Strategies and Dilemmas.

ED 109 464

Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report.

ED 110 102

Educational Change

Business Office Occupations and Distributive Education: Keys to Career Education.

ED 109 463

Career Education-Feminine Version.

ED 109 564//

Conditions Calling for Educational Reform: An Analysis. Monographs on Career Education.

ED 109 508

A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975.

ED 109 488

Education on the Move: Extracts from Background Papers Prepared for the Report of the International Commission on the Development of Education. Companion Volume to "Learning to Be."

ED 110 355//

Moving to Metrics in Our Schools.

ED 110 348

Quality Education for the High Schools in Massachusetts. A Study of the Comprehensive High School in Massachusetts.

ED 109 769

Skyline Wide Educational Plan (SWEP) Planning Project. Combined Quarterly Report No. 4 (April 1 to June 30, 1974) and Final Report (July, 1973 to August, 1974). Volume 1.

ED 109 759

Some Problems of the School-System and the School Reforms.

ED 110 359

Educational Coordination

Notes on the Structure of Educational Organizations. Occasional Paper No. 3.

ED 109 768

The Two-Year College System in Ohio: A Planning Report.

ED 110 126

The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education.

ED 110 457

What is School-Community-Based Teacher Education and Why Should Administrators be Interested in It?

ED 110 448

Educational Development

The Anisa Model: A Comprehensive Plan for Educational Renewal. [And] A Summary Statement of the Anisa Model.

ED 110 387

Education and Politics at Harvard.

ED 109 956//

Education on the Move: Extracts from Background Papers Prepared for the Report of the International Commission on the Development of Education. Companion Volume to "Learning to Be."

ED 110 355//

Planning Research on Learning: An Example in Reading.

ED 109 655

Recurrent Education in Yugoslavia. Recurrent Education: Policy and Development in OECD Countries.

ED 110 372

A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V. Phase II—Final Report.

ED 109 336

Reports: Programme Commissions, Administrative Commission, Legal Committee. Records of the General Conference (17th, Paris, 17 October to 21 November 1972), Volume 2.

ED 110 353//

Some Models for Interpreting the History of Compulsory Schooling.

ED 110 400

Educational Diagnosis

Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual.

ED 110 541

Evaluation of the 1973-1974 Issaquah Re-Entry Program.

ED 110 584

School-Community Program in Early Childhood Development.

ED 109 877

Educational Disadvantage

Education for Whom? The Question of Equal Educational Opportunity.

ED 110 564//

Educational Discrimination

Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft.

ED 110 376

Educational Environment

Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73. (Stockholm, Sweden).

ED 110 231//

Notes on the Structure of Educational Organizations. Occasional Paper No. 3.

ED 109 768

Educational Equality

Affirmative Action. Revised.

ED 109 812

Education for Whom? The Question of Equal Educational Opportunity.

ED 110 564//

Educational Experiments

Council of Europe Experimental Special Classes for Migrant Workers' Children, 1972-73 Academic Year. (Gagny, France).

ED 110 229//

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ED 110 228//

The Teaching of Modern Languages to Migrant Workers. (Italy) 1971.

ED 110 221//

Educational Facilities

Career Education Facilities.

ED 109 799

Cooperative Planning for a School of Nursing Within a Health Science Complex.

ED 109 297

Development of a Model for Planning an Educational Facility. [A] Practicum Report.

ED 109 732

A Guide to Preparing Educational Specifications for Secondary Industrial Arts Facilities. Monograph No. 1.

ED 109 416//

Joint Occupancy.

ED 109 800

New Concepts in Design of Middle Schools.

ED 109 798

An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254.

ED 109 394

Planning College Geography Facilities: Guidelines for Space and Equipment.

ED 110 378//

Proposal Presented for Consideration for Funding [for National Center for the Study of Black Family Life.]

ED 110 559

Educational Finance

Annual Report for 1972-73 of the Student Financial Aid Programs.

ED 109 942

APEG: Adequate Program for Education in Georgia. [A Report.]

ED 109 816

Committee Report on Financing Public Community Colleges.

ED 110 122

Education for Whom? The Question of Equal Educational Opportunity.

ED 110 564//

Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress.

ED 109 578

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1973. A Report to the President and Congress.

ED 109 954

Financial Aid Resources Available to Students Attending West Virginia Colleges and Universities. A Report to the West Virginia Board of Regents.

ED 109 938

Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

ED 109 764

The First 18 Months: A Financial Report of the Gresham Chair.

ED 110 456

Graduate Education within the Armed Forces.

ED 109 971//

Inequality in California School Finance: Dimensions, Sources, Remedies.

ED 109 809

A Long Range Planning Study for the El Paso Community College, El Paso, Texas.

ED 110 115

The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.

ED 109 747

School Law: An Overview of Recent and Pending Court Action. Student Rights, School Finance and School Desegregation (With Emphasis on Student Rights).

ED 110 551

State, Local, and Federal Financing for Illinois Public Schools 1974-1975. Circular Series A, Number 337. Revised.

ED 109 815

Statistics of Local Public School Systems, Finance, 1970-71.

ED 109 811

Student Financial Assistance (Seminars). Seminars before the Special Subcommittee on Education of the Committee on Education and Labor. House of Representatives. Ninety-third Congress. Second Session. Part 9.

ED 109 939

Educational Games

Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games.

ED 109 986

Simulation: The Motivation Connection.

ED 110 401

Teacher Made Games: An Adopter's Guide Referenced in Promising Practices in Oregon Education.

ED 109 825

Educational History

Education and Politics at Harvard.

ED 109 956//

Some Antecedents to Compulsory School Attendance.

ED 109 805

Some Models for Interpreting the History of Compulsory Schooling.

ED 110 400

The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History.

ED 110 395

Educational Improvement

APEG: Adequate Program for Education in Georgia. [A Report.]

ED 109 816

Building Foundations for Educational Change: Wisconsin Title III ESEA, 1975.

ED 110 573

A Directory of Title III, ESEA Projects [Arkansas].

ED 110 569

The Evaluation of Adult High Schools: An Engine for School Improvement.

ED 109 405

Explorations: Title III ESEA Programs in Iowa.

ED 110 576

Innovative and Exemplary Projects in Missouri Schools [Title III, ESEA].

ED 110 574

An Inventory of ESEA Title III Projects, FY 1974 [Delaware].

ED 110 572

Pacesetters 1973 Evaluation: Idaho Emphasis, Title III ESEA.

ED 110 570

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- Educationally Disadvantaged**
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Survey. ED 110 133
The Education of Puerto Ricans on the Main-
land: An Annotated Bibliography. ED 110 586
The Impact of Non-Traditional Educational
Services Upon Learners Having Special Educa-
tional Requirements. A Follow-Up Study of
Urban Educational Center Students. ED 109 495
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Their Pre-School Children. ED 109 491
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1970 to 1974. ED 110 111
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Center
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Multi-School Organization. ED 109 806
- Educational Methods**
Adult Education for Farmers in a Developing
Society. ED 109 422
Materials and Methods in Adult Education.
ED 109 421//
- Educational Needs**
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prehensive Plan for Career Guidance for the
Commonwealth of Massachusetts. ED 109 455
Career Education: A Crusade for Change.
ED 109 462
Career Education: Contributions and Chal-
lenges. ED 109 461
Conditions Calling for Educational Reform: An
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Adults. Final Project Report. ED 110 132
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Telecommunications Study. ED 110 052
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in a Large Public University. Curriculum of At-
tainments. ED 109 510
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Library Services and Construction Act (P.L.
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terested in Developing a Systematic Planning
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ject. ED 110 453
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menting Career Education Objectives in the
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- Film Resources on Japan.
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- NUSTEP: Business Education Learning Tasks.
ED 109 338
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- Educational Resources Information Center**
ERIC: What It Can Do for You/How to Use It.
ED 110 095
- How to Prepare for a Computer Search of ERIC: A Non-Technical Approach.
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ED 109 813
- Educational Sociology**
The Legitimation Function of Educational Ideas.
ED 110 352
- Some Problems of the School-System and the School Reforms.
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ED 110 159
- Egypt**
Directory of Adult Education Agencies in Egypt.
ED 109 359
- Elections**
The Persuasion of Image Building and Presidential Campaigns.
ED 109 720
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ED 110 393
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ED 110 364
- Electronic Circuits**
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ED 109 433
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ED 110 104
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ED 110 195
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ED 110 187
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ED 110 250
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- Parent Education and Elementary Counseling.
ED 109 587

Elementary School Mathematics

- A Comparison of Three Instructional Approaches Using Manipulative Devices in Third Grade Mathematics.
ED 110 331//
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ED 110 334//
- The Effects of Two Variables on the Problem Solving Abilities of First Grade and Second Grade Children.
ED 110 333//

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ED 109 817

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- A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
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ED 110 329//
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ED 110 410

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ED 110 577

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ED 109 298
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ED 109 481
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ED 110 449
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ED 110 251
- Human Relations Approach to Alaskan Ethnic Studies.
ED 110 258
- Local Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.
ED 110 554
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ED 109 576
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ED 110 555
- State Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.
ED 110 553
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ED 109 648//
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ED 110 558
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ED 110 573
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ED 110 576
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ED 110 570
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ED 110 571

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ED 110 546

El Paso Community College

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ED 110 115

Emotional Adjustment

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ED 110 164
- The Social Readjustment for the Remaining Partner.
ED 109 555

Emotionally Disturbed

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ED 109 872
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ED 109 873
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ED 109 305
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Emotional Response

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ED 110 059

Employer Attitudes

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ED 109 414
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ED 110 116
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ED 109 397
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ED 109 400

Employer Employee Relationship

- Public Policy and State Education Agency Roles in Teacher Labor Relations.
ED 109 823

Employment

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ED 109 979
- Income and Employment Generation in Rural Areas in Relation to Alternative Farm Programs (with Special Emphasis on the North Central Region).
ED 110 210
- The Linkage of Education with the World of Work and Career Development.
ED 109 460
- Manitoba's Adult Basic Education Program.
ED 109 515

Employment Experience

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ED 110 142

Employment Opportunities

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ED 109 581
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ED 109 564//
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ED 109 551

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A Report on the Development of Vocational Programs for Exceptional Children. ED 109 584
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- What Can I Do with a Major in...? 190 Careers That More Than 10,000 Graduates of the 19 Most Popular Majors Have Entered From 1950 to the Present. ED 109 552//
- Employment Patterns**
Employment in the Broadcasting Industry: 1974. ED 109 407
- Sex Bias in School Leadership. ED 109 777//
- Employment Potential**
The Role of Small Scale Industry in Employment Generation and Rural Development: Initial Research Results from Sierra Leone. African Rural Employment Paper No. 11. ED 110 232
- Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded. ED 109 425
- Employment Practices**
Federal Laws: Nondiscrimination and Faculty Employment. ED 109 979
- Employment Programs**
Long Term Follow-Through of Participants in the Vermont Experimental and Demonstration Project. ED 109 401
- The Vermont Survey of Employer Receptivity to Wage Subsidy Programs in the Private Sector. ED 109 400
- Employment Projections**
Coal Manpower Projections: 1980. Final Report. ED 109 506
- North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum. ED 110 152
- North Carolina Community College System Operating Program, 1975-1980. Research Memorandum. ED 110 153
- Employment Statistics**
Coal Manpower Projections: 1980. Final Report. ED 109 506
- Employment in the Broadcasting Industry: 1974. ED 109 407
- Follow-Up Survey of 1974 Graduates; Career Education Project. ED 109 406
- Manpower Report of the President; Including Reports by the U. S. Department of Labor and the U. S. Department of Health, Education, and Welfare. Transmitted to the Congress April 1975. ED 109 426
- Employment Trends**
Manpower Report of the President; Including Reports by the U. S. Department of Labor and the U. S. Department of Health, Education, and Welfare. Transmitted to the Congress April 1975. ED 109 426

- Energy Conservation**
Postsecondary Technical Education and the Energy Crisis. ED 109 447
- Energy Crisis**
Post-Secondary Occupational Education and the Energy Crisis. ED 109 448
- Postsecondary Technical Education and the Energy Crisis. ED 109 447
- England**
Schools Council and the Young School Leaver. ED 109 537
- English (Second Language)**
Built-In Assessment Instruments in an Instructional Program Designed for Spanish-Speaking Children. ED 110 466
- Context, Situation, and Experience. ED 109 886
- Guide for the Volunteer English Teacher. ED 109 884
- Inter-University Student Selection for English 1974: A Joint Entrance Test Project of the Universities of Joensuu, Jyväskylä and Turku. ED 109 889
- Some Suggested References for the Busy FL Teacher. How to Make the Most of Day-to-Day Language Activities. ED 109 919
- Teaching Reading to the Culturally Disadvantaged: A Selected Annotated Bibliography. ED 109 658
- TESL Applications of the Cloze Procedure: An Annotated Bibliography. ED 109 922
- English Education**
Analysis of the Content, Proportion of Time Spent on Content, and Course Structure of Secondary English Methods Courses in Iowa. ED 109 692//
- An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. ED 109 691//
- English Instruction**
Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975. ED 109 697
- Censorship and the Teaching of English. ED 109 698
- Course Objectives: Secondary Language Arts. ED 109 708
- An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course. ED 110 129
- Grammar: Toward a Developing Methodology Compatible with New English Philosophy. ED 109 694//
- Popular Culture and the Teaching of English. ED 109 699
- A Road Not Taken: An Approach to Teaching Poetry. ED 109 671
- A Sequence of Composing, Interpreting and Language Activities with Suggested Procedures for Their Implementation: A Handbook for Teachers of English in Secondary Schools. ED 109 669
- English Programs**
Language Arts Program Objectives (Grades 7, 8, and 9). ED 109 681
- Enrichment**
Implementing Mini Programs for Middle School Gifted Students. Parts 1-4. ED 109 846
- Enrollment and Facilities Projection Program**
Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component. ED 109 762

- Enrollment Influences**
Evolution de la Clientele Etudiante Suivant le Niveau et la Degre d'Enseignement, par Territoire de Commission Scolaire et Region Administrative, Réseau Public, Quebec 1965-66 a 1973-74. Documents Demographie Scolaire 9-31 (Development of the Student Clientele by Level Taught in Each Territory of the Scholastic Commission and the Administrative Region in the Public System, Quebec 1965-66 to 1973-74). ED 109 793
- Factors Related to Enrollment in Secondary School Physics. ED 110 281//
- La Frequentation Scolaire au Quebec 1966-1986. Documents Demographie Scolaire 9-20 (School Attendance in Quebec 1966-1986. Scholastic Demographic Document 9-20). ED 109 782
- La Frequentation Scolaire dans la Region du Bas-Saint-Laurent-Gaspésie 1966-1986. Documents Demographie Scolaire 9-21 (School Attendance in the Region of Bas-Saint-Laurent-Gaspésie 1966-1986. Scholastic Demographic Document 9-21). ED 109 783
- La Frequentation Scolaire dans la Region du Saguenay-Lac-Saint-Jean 1966-1986. Documents Demographie Scolaire 9-22 (School Attendance in the Region of Saguenay-Lac-Saint-Jean 1966-1986. Scholastic Demographic Document 9-22). ED 109 784
- La Frequentation Scolaire dans la Region de Quebec 1966-1986. Documents Demographie Scolaire 9-23 (School Attendance in the Region of Quebec 1966-1986. Scholastic Demographic Document 9-23). ED 109 785
- La Frequentation Scolaire dans la Region des Trois-Rivieres 1966-1986. Documents Demographie Scolaire 9-24 (School Attendance in the Region of Trois-Rivieres 1966-1986. Scholastic Demographic Document 9-24). ED 109 786
- La Frequentation Scolaire dans la Region des Cantons-de-L'est 1966-1986. Documents Demographie Scolaire 9-25 (School Attendance in the Region of the Cantons-de-L'est 1966-1986. Scholastic Demographic Document 9-25). ED 109 787
- La Frequentation Scolaire dans la Region de Montreal et dans ses Sous-Regions 1966-1986. Documents Demographie Scolaire 9-26 (School Attendance in the Region of Montreal and of Its Suburbs 1966-1986. Scholastic Demographic Document 9-26). ED 109 788
- La Frequentation Scolaire dans la Region de L'Outaouais 1966-1986. Documents Demographie Scolaire 9-27 (School Attendance in the Region of the L'Outaouais 1966-1986. Scholastic Demographic Document 9-27). ED 109 789
- La Frequentation Scolaire dans la Region du Nord-Ouest 1966-1986. Documents Demographie Scolaire 9-28 (School Attendance in the Region of the North-West 1966-1986. Scholastic Demographic Document 9-28). ED 109 790
- La Frequentation Scolaire dans les Regions de la Cote-Nord et du Nouveau-Quebec 1966-1986. Documents Demographie Scolaire 9-29 (School Attendance in the Regions of La Cote-Nord and of Nouveau-Quebec 1966-1986. Scholastic Demographic Document 9-29). ED 109 791
- Enrollment Projections**
Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component. ED 109 762
- Estimation des Clienteles Scolaires des Resaux Public et Prive Quebec et Regions Administratives Scolaires 1974-75 a 1978-79. Documents Demographie Scolaire 9-35 (Estimation of Students in Public and Private Systems of Quebec and School Administrative Regions 1974-75 to 1978-79. Scholastic Demographic Document 9-35). ED 109 795
- Illinois Public School Fall Enrollment Projections 1974 to 1985. ED 109 795

- ED 109 814
La Frequentation Scolaire au Quebec 1966-1986. Documents Demographique Scolaire 9-20 (School Attendance in Quebec 1966-1986. Scholastic Demographic Document 9-20).
- ED 109 782
La Frequentation Scolaire dans la Region du Bas-Saint-Laurent-Gaspesie 1966-1986. Documents Demographique Scolaire 9-21 (School Attendance in the Region of Bas-Saint-Laurent-Gaspesie 1966-1986. Scholastic Demographic Document 9-21).
- ED 109 783
La Frequentation Scolaire dans la Region du Saguenay-Lac-Saint-Jean 1966-1986. Documents Demographique Scolaire 9-22 (School Attendance in the Region of Saguenay-Lac-Saint-Jean 1966-1986. Scholastic Demographic Document 9-22).
- ED 109 784
La Frequentation Scolaire dans la Region de Quebec 1966-1986. Documents Demographique Scolaire 9-23 (School Attendance in the Region of Quebec 1966-1986. Scholastic Demographic Document 9-23).
- ED 109 785
La Frequentation Scolaire dans la Region des Trois-Rivieres 1966-1986. Documents Demographique Scolaire 9-24 (School Attendance in the Region of Trois-Rivieres 1966-1986. Scholastic Demographic Document 9-24).
- ED 109 786
La Frequentation Scolaire dans la Region des Cantons-de-L'est 1966-1986. Documents Demographique Scolaire 9-25 (School Attendance in the Region of the Cantons-de-L'est 1966-1986. Scholastic Demographic Document 9-25).
- ED 109 787
La Frequentation Scolaire dans la Region de Montreal et dans ses Sous-Regions 1966-1986. Documents Demographique Scolaire 9-26 (School Attendance in the Region of Montreal and of Its Suburbs 1966-1986. Scholastic Demographic Document 9-26).
- ED 109 788
La Frequentation Scolaire dans la Region de L'Outaouais 1966-1986. Documents Demographique Scolaire 9-27 (School Attendance in the Region of the L'Outaouais 1966-1986. Scholastic Demographic Document 9-27).
- ED 109 789
La Frequentation Scolaire dans la Region du Nord-Ouest 1966-1986. Documents Demographique Scolaire 9-28 (School Attendance in the Region of the North-West 1966-1986. Scholastic Demographic Document 9-28).
- ED 109 790
La Frequentation Scolaire dans les Regions de la Cote-Nord et du Nouveau-Quebec 1966-1986. Documents Demographique Scolaire 9-29 (School Attendance in the Regions of La Cote-Nord and of Nouveau-Quebec 1966-1986. Scholastic Demographic Document 9-29).
- ED 109 791
A Long Range Planning Study for the El Paso Community College, El Paso, Texas.
- ED 110 115
North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum.
- ED 110 152
North Carolina Community College System Operating Program, 1975-1980. Research Memorandum.
- ED 110 153
Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.
- ED 110 101
Planning for Changing Demographic Trends in Public and Private Institutions.
- ED 109 961
Prevision de Personnel Enseignant (1974 a 1986) et de Besoins en Nouveaux Maîtres (1974-75 a 1981-82) Pour de Quebec. Documents Demographique Scolaire 9-33 (Forecast of Teaching Personnel (1974 to 1986) and the Number of New Teachers Needed (1974 to 1981-82) for Quebec. Scholastic Demographic Document 9-33).
- ED 109 794
Tentative Ten-Year Enrollment Projections: Fiscal Years 1977-1986.
- ED 110 107
Enrollment Rate
Evolution de la Clientele Etudiante Suivant le Niveau et la Degre d'Enseignement, par Territoire de Commission Scolaire et Region Administrative, Réseau Public, Quebec 1965-66 a 1973-74. Documents Demographique Scolaire 9-31 (Development of the Student Clientele by Level Taught in Each Territory of the Scholastic Commission and the Administrative Region in the Public System, Quebec 1965-66 to 1973-74).
- ED 109 793
Enrollment Trends
An Analysis of Enrollment Characteristics of Spring and Fall Semesters from 1963 to 1975.
- ED 110 146
Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?
- ED 109 964
Illinois Public School Fall Enrollment Projections 1974 to 1985.
- ED 109 814
Planning for Changing Demographic Trends in Public and Private Institutions.
- ED 109 961
Entry Level Test
Development of the California Entry Level Test: Construct Validity of the Subtests.
- ED 110 520
Environment
AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2.
- ED 110 301//
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- ED 110 324//
Development of the Aqueous Processes for Removing NOx from Flue Gases.
- ED 110 307//
Environmental Terminology Index (Permuted Index), Volume 2. Preliminary Edition.
- ED 110 320//
Environmental Terminology Index: Embedded Hierarchy, Volume 1. Preliminary Edition.
- ED 110 319//
An Improved Manual Method for NOx Emission Measurement.
- ED 110 306//
Specific Method for the Determination of Ozone in the Atmosphere.
- ED 110 309//
Syracuse Environmental Awareness Tests--Level III. Final Report on Construction and Norming.
- ED 110 327
Technical Report Bibliography.
- ED 110 305//
Environmental Education
Air Pollution. Resource Paper No. 2.
- ED 110 311//
Syracuse Environmental Awareness Tests--Level III. Final Report on Construction and Norming.
- ED 110 327
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- ED 110 343//
Environmental Influences
Selection of Developmental Assessment Techniques for Infants at Risk.
- ED 110 191
Environmental Research
AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2.
- ED 110 301//
The Classroom as a Planned Environment.
- ED 109 565
Development of an Infrared Fluorescent Gas Analyzer.
- ED 110 308//
Development of the Aqueous Processes for Removing NOx from Flue Gases.
- ED 110 307//
An Improved Manual Method for NOx Emission Measurement.
- ED 110 306//
Equal Education
A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
- ED 110 592//
Early Childhood Education in Scandinavia.
- ED 110 157
Education for Whom? The Question of Equal Educational Opportunity.
- ED 110 564//
Equalization--A Report on Compliance with Two Court Decisions in the District of Columbia: Final Report; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
- ED 110 591
The Impact of the Women's Rights Movement on Sexist Education and Its Implications for Vocational-Technical and Career Education.
- ED 109 563//
Legal Rights and Remedies of High School Dropouts and Potential Dropouts. Urban Disadvantaged Series, No. 44.
- ED 110 588
The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.
- ED 109 747
The Opening of Admissions: Implications for Policies and Procedures.
- ED 110 579
A Quest for Equal Education Opportunity in a Major Urban School District: The Case of Washington, D.C.; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
- ED 110 590
Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft.
- ED 110 525
Equalization Aid
Equalization--A Report on Compliance with Two Court Decisions in the District of Columbia: Final Report; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
- ED 110 591
The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.
- ED 109 747
Equal Opportunities (Jobs)
Affirmative Action. Revised.
- ED 109 812
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- ED 109 738
Eliminating Sex Discrimination in Schools: A Source Book.
- ED 109 810
A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education.
- ED 109 808
Laws on Equal Education and Employment Opportunities for Women.
- ED 109 562//
The New Federal Wage-Hour, Equal Pay, and Equal Employment Opportunity Laws. Including 1974 Revisions.
- ED 109 317//
An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education. Report No. 70.
- ED 109 807
Seminar/Workshops on Women in the World of Work. Final Report.
- ED 109 561
A Working Woman's Guide to Her Job Fights.
- ED 109 328
Equal Protection
Legal Rights and Remedies of High School Dropouts and Potential Dropouts. Urban Disadvantaged Series, No. 44.
- ED 110 591
Equipment
An Analysis of Methods for Preparing a Large Natural Language Data Base.
- ED 110 048
The Feasibility of Generalized Acoustic Sensor Operator Training. Final Report for Period February 1974-February 1975.
- ED 110 035

224 Subject Index

Equipment Evaluation

- Acceptance Inspection for Audio Cassette Recorders. ED 110 040

Equipment Maintenance

- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 7. Equipment Repair QPCB Task Sort for Medical and Dental Equipment Repair. ED 110 291//

Equivalency Tests

- Extending High School Equivalency Reading Skills; Part 1: Literature. ED 109 660
Statistical Table Analysis (200) Successful GED Students. ED 109 335

Error Analysis

- Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language-English to German). ED 109 887

Error Patterns

- The 1971 Consolidated Program Information Report-A Pilot Study of State Survey Practices. Final Report. ED 109 733
Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language-English to German). ED 109 887

Eskimos

- Human Relations Approach to Alaskan Ethnic Studies. ED 110 258
Suggestions for Teaching Rural Alaska Native Students. ED 110 267
The Urban Native Encounters the Social Service System. ED 110 257

Essay Tests

- The Relationship between Objective Versus Subjective Classroom Tests and Student Evaluations of Their Instructors. ED 110 144
Stability of Nominal Categories Over Readers, Over Time. ED 110 494

Essential Skills Program

- The Essential Skills Program: Brief History and Future Plans. ED 109 605

Ethics

- Behavior Modification: Perspective on a Current Issue. ED 109 853

Ethnic Distribution

- Racial and Ethnic Survey '74-'75. ED 110 580

Ethnic Groups

- Asian Americans and Pacific Peoples: A Case of Mistaken Identity. ED 110 550
The Education of Puerto Ricans on the Mainland: An Annotated Bibliography. ED 110 586
Monoaural-Stereo Recording Comparison. ED 110 046
The Phenomenon of Migrant Illegality: The Case of Dominicans in New York. ED 110 548
The Poor Vs. the Non-Poor: An Ethnic and Metropolitan-Nonmetropolitan Comparison. ED 110 527
Selected Bibliography on Culture and Cultural Materials, Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context. ED 110 370//
A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume II: Asian Americans. ED 110 549
Vicarious Attitude Change and the Design of "Message" Films: Application to Race Relations. ED 110 074

Ethnic Origins

- Persons of Spanish Origin in the United States: March 1975 (Advance Report). Population Characteristics, Current Population Reports. ED 110 255

Ethnic Studies

- Ethnic Studies as a Process of Curriculum Reform. ED 110 377
Human Relations Approach to Alaskan Ethnic Studies. ED 110 258

Ethnocentrism

- Ethnocentrism, Education, and Anthropology: A Preliminary Report. Working Paper No. 127-72. ED 110 386

Ethnography

- An Ethnographic Model for Researching the Public Schools. ED 110 363

Ethnology

- Ethnocentrism, Education, and Anthropology: A Preliminary Report. Working Paper No. 127-72. ED 110 386
An Ethnographic Model for Researching the Public Schools. ED 110 363

Etiology

- Child Neglect: An Annotated Bibliography. ED 109 841
Child Neglect: State of Knowledge. Final Report. ED 109 840

EUDISED

- Eudised Project: A Preliminary Assessment of the Draft Eudised Programme 1976-78. ED 110 026
Six Documents from the Committee for Educational Documentation and Information. ED 109 982

Europe

- Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme I, "The Position of the Immigrant and His Family on Arrival in the Host Country" (Strasbourg, France, November 5-8, 1974). ED 110 216
Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme II, "Educational Provision Before and During the Host Country's Compulsory Schooling Period" (Strasbourg, France, November 5-8, 1974). ED 110 217
Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme III, "Opportunities for Vocational and Technical Training and General Education for Adults and Adolescents" (Strasbourg, France, November 5-8, 1974). ED 110 218
Ad Hoc Conference on the Education of Migrants: Conclusions and Recommendations (Strasbourg, France, November 5-8, 1974). ED 110 219
Ad Hoc Conference on the Education of Migrants: Information Document Presented by the Council of Europe on Action Taken for the Education and Training of Migrant Workers and Their Families, with Special Reference to the Schooling of Immigrant Children. (Strasbourg, France, November 5-8, 1974). ED 110 220
EUDISED: Technical Studies, 1971. ED 110 421

Evaluation

- Analyses of Research Studies Pertaining to the CHEM Study and the CBA Programs. ED 110 272//
Behavior Modification: Perspective on a Current Issue. ED 109 853
An Empirically Developed Model for Evaluating the Central Office Operations of a School System. ED 110 489
Evaluation in a Management by Objectives System. ED 110 459
An Introduction to Telemedicine: Interactive Television for Delivery of Health Services. ED 110 028

- An Investigation of Goal-Free and Goal-Based Evaluation Strategies through Project Director and Evaluator Ratings. ED 110 480

- A Method for Obtaining Post Formal Training Feedback: Development and Validation. Final Report. November 1973-May 1975. ED 110 032

- The Phonoviewer as an EFNEP Teaching Method: Overall Conclusions. ED 110 023

- Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRL Reading Program. ED 109 592

- Study of Education Satellite Communications Demonstration in Alaska: Some Tentative Conclusions. 4th Bi-Monthly Report. ED 110 031

- Syracuse Environmental Awareness Tests--Level III. Final Report on Construction and Norming. ED 110 327

- The Urban Native Encounters the Social Service System. ED 110 257

- The Use of Computer-Based Instruction in Undergraduate Organic Chemistry. ED 110 015

- The Use of Simulation Models in Educational Planning: A Critical Evaluation of S. O. M. Technical Report. ED 110 044

Evaluation Criteria

- A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester. ED 110 113
Developing an Individualized Learning Course for an Urban Community College. ED 110 131
HSST/CDA Trainee Handbook. ED 110 193

Evaluation Methods

- An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 424
An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 425
A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45. ED 109 404
Developing a Model for Assessment of Student Personnel Outcomes. ED 109 545
The Development and Evaluation of an Alternative High School: A Report on S. E. E. (School of Experiential Education). Phase I. ED 109 831
The Development of Classroom Observation Procedures for Evaluating Training. ED 110 516
Evaluating Occupational Education and Training Programs. ED 109 449//
Evaluation in Home Economics. ED 109 334
Evaluation of Career Education in Dallas. ED 110 491
An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use By Middle-Grade Classrooms Involved in Outdoor Education. ED 110 234
Experience-Based Career Education, Appalachia Educational Laboratory. Final Evaluation Report, September 30, 1974. ED 109 498
A Flexible Observation Instrument for Student Behavior. Report No. 197. ED 110 439
The Implementation of a District-Wide Evaluation Model. ED 109 822
An Investigation of Goal-Free and Goal-Based Evaluation Strategies through Project Director and Evaluator Ratings. ED 110 480
Involving Students in Assessment of Student Development: A Training Modality. ED 109 524

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 14. Aviation QPCB Task Sort for Aviation Medicine and Physiology.

ED 110 298//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 15. Field Medicine QPCB Task Sort for Field Medicine.

ED 110 299//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 16. Independent Duty QPCB Task Sort for Independent Duty.

ED 110 300//

Local Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.

ED 110 554

Local Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education.

ED 110 556

A Model of Developmental Phenome Differentiation Ability.

ED 109 705

Positions on the Practice of Vocational Evaluation: 1973; Vocational Evaluation Project-Year One.

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Quality of Rural Life: Assessing the Structure and Availability of Services and Amenities in Rural Areas.

ED 110 238

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ED 109 425

State Education Agency Process Model for ESEA Title I. SEA Management of Compensatory Education.

ED 110 553

The Stirling Lesson-Sampling Instruments.

ED 110 502

A Systematic Approach to Evaluating Career Education Materials at the Local Level.

ED 109 381

Systematic, Cooperative Evaluation.

ED 110 467

Toward an Evaluation of Individually Guided Education.

ED 110 508

Trainable Mentally Retarded Individual Behavioral Assessment Guide (BAG).

ED 109 848

Evaluation Needs

The Implementation of a District-Wide Evaluation Model.

ED 109 822

Evaluative Thinking

The Evaluation of a Test of Literary Judgment for Use with Community College Students and Its Use as a Stimulus for Written Responses and Classroom Discussion.

ED 109 693//

Evening Classes

Evening College Enrollment Study, Spring, 1975.

ED 110 150

Evening Programs

Rationale for Adopting Legislation in Support of Divisions of Continuing Education and Community Services in the Massachusetts Community College System.

ED 110 145

Evening Students

Evening College Enrollment Study, Spring, 1975.

ED 110 150

Examiners

Teacher Reaction to ICP Quality Assurance Procedures.

ED 110 517

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Screening and Assessment of Children: An Abstract Bibliography.

ED 110 160

Exercise (Physiology)

The Effects of Training on the Time Components of the Left Ventricle, and Cardiac Time Components: Sedentary versus Active Individuals.

ED 110 433

Exhibits

The Children's Book Showcase 1975.

ED 110 054//

Expectation

Level of Aspiration: A Behavioral Expression of Self-Concept.

ED 109 574

Expenditure Per Student

Financial Support of Higher Education in Washington. A National Comparison.

ED 109 950

Expenditures

1972-73 Instructional Expenditures Study.

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ED 110 435

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Some Cultural Problems in Teaching Romanian.

ED 109 910

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ED 109 349

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ED 109 368

Extension Aides

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The Career Resource Center.

ED 109 590

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A Long Range Planning Study for the El Paso Community College, El Paso, Texas.

ED 110 115

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ED 109 732

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ED 109 416//

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ED 109 770

Facility Planning

Campus in Transition.

ED 109 974

Career Education Facilities.

ED 109 799

Cooperative Planning for a School of Nursing Within a Health Science Complex.

ED 109 297

Development of a Model for Planning an Educational Facility. [A] Practicum Report.

ED 109 732

Joint Occupancy.

ED 109 800

Libraries and Instructional Materials Centers.

ED 109 802

Planning College Geography Facilities: Guidelines for Space and Equipment.

ED 110 378//

Planning Facilities for Athletics, Physical Education, and Recreation. Revised.

ED 110 430

Facility Requirements

Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

ED 109 762

Physical and Health Education Facilities for Secondary Schools.

ED 109 770

Physical Education Facilities.

ED 109 803

Planning Facilities for Athletics, Physical Education, and Recreation. Revised.

ED 110 430

Factor Analysis

An Analysis of Selected Classroom Behavioral Category Systems. Final Report.

ED 110 419

Factor Structure

Matching Factors of Vocational Interests by Grade, Sex, and Race.

ED 110 483

Faculty

Faculty Voting Behavior in Temple University Collective Bargaining Elections.

ED 109 976

Federal Laws: Nondiscrimination and Faculty Employment.

ED 109 979

Faculty Evaluation

The Divided Academy: Professors and Politics.

ED 109 957//

- The Relationship between Objective Versus Subjective Classroom Tests and Student Evaluations of Their Instructors. ED 110 144
- Faculty Projection Program**
Faculty Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component. ED 109 763
- Faculty Recruitment**
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Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model: A Task Force Report. General Report No. 3. ED 109 445
- Fair Labor Standards Act**
The New Federal Wage-Hour, Equal Pay, and Equal Employment Opportunity Laws. Including 1974 Revisions. ED 109 317//
- Family (Sociological Unit)**
Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme I, "The Position of the Immigrant and His Family on Arrival in the Host Country" (Strasbourg, France, November 5-8, 1974). ED 110 216
Reactivity to Home Observation: A Comparison of Audio Recorded Behavior with Observers Present or Absent. ED 110 506
Social Services and the Family. ED 110 175
- Family Counseling**
Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings. ED 109 726
- Family Day Care**
At Home with Children. A Resource Book for Family Day Care - Part 1. Summary Report: Educational Day Care Consultation Project - Part 2. ED 110 158
Toward High Quality Family Day Care for Infants and Toddlers. Final Report. ED 110 183
- Family Influence**
Father-Son Decision-Making in Joint Farming Arrangements. ED 110 249
- Family Life Education**
Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model: A Task Force Report. General Report No. 3. ED 109 445
- Family Planning**
Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction. ED 110 237
The Interaction Between Parent Investment in Children and Family Size: An Economic Analysis. ED 110 408
- Family Relationship**
Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings. ED 109 726
The Mother Who Works Outside the Home. ED 110 179//
- Family Role**
Social Services and the Family. ED 110 175
- Family School Relationship**
Proposal Presented for Consideration for Funding [for National Center for the Study of Black Family Life.] ED 110 559
- Family Structure**
Proposal Presented for Consideration for Funding [for National Center for the Study of Black Family Life.] ED 110 559
- Farmers**
Father-Son Decision-Making in Joint Farming Arrangements. ED 110 249
- Fathers**
Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls. ED 110 202
- Feasibility Studies**
Educational Attainment of American High School Seniors in 1960, 1965, and 1972: Feasibility Study. Final Report. Report No. PR-75-13. ED 110 512
- Federal Aid**
Disseminating Information on Proposal Development and Supportive Services Pertaining to Government Funded Programs. ED 109 821
Distribution of Federal Student Assistance: The Enigma of the Two-Year Colleges. ED 110 128
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1973. A Report to the President and Congress. ED 109 954
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- Federal Court Litigation**
Tallulah Morgan et al., Plaintiffs, V. James W. Hennigan et al., Defendants: Civil Action No. 72-911-G. Opinion. ED 110 533
- Federal Government**
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Education in National Politics. ED 109 781//
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Explorations: Title III ESEA Programs in Iowa. ED 110 576
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An Ideal Evaluation Design in a Public School Setting: Or Where are You Campbell and Stanley Now That We Need You? ED 110 485
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Fees

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Females

- American Women: Early Pursuit for Olympic Laurels. ED 110 416
- Career Education--Feminine Version. ED 109 564//
- Comparative Town Meetings: A Search for Causative Models of Feminine Involvement in Politics with New Operational Definitions of a Well Calloused Dependent Variable. ED 110 236
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- Digest of Federal Laws: Equal Rights for Women in Education. Report No. 61. ED 109 738
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- Laws on Equal Education and Employment Opportunities for Women. ED 109 562//
- Marital Plans of Women and the Formation of Mobility-Linked Attitudes in the South. ED 110 204
- Professional Women and Minorities. A Manpower Resource Service. ED 109 978//
- A Resource Document for Implementing Recruitment of Minorities and Women at The Florida State University. ED 109 968
- Self Theory and the Twenty Statements Test: Some Thoughts on Its Application to Women. ED 110 397
- Sex Role Socialization Patterns in Selected Societies. ED 109 517
- That 51 Per Cent: Ford Foundation Activities Related to Opportunities for Women. ED 109 536
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Feminism

- The Attitudes Toward Feminist Issues Scale: A Validation Study. ED 109 544
- Women in the Profession of Adult Education. ED 109 473

Field Check

- Acceptance Inspection for Audio Cassette Recorders. ED 110 040

Field Experience Programs

- Comparing Political Experiences. ED 110 350
- Teacher Certification Consortium for the Preparation of Elementary Teachers. ED 110 410

Field Studies

- The Elementary School as a Total Institution. ED 109 817

Film Criticism

- Contemporary Films' Mini Course on Film Study. ED 109 713//

Film Production

- Instructional Video Tapes for the Humanities. ED 110 075
- Programmers and Dissolve Controls for Multi-Image Presentations. ED 109 984

Films

- Classification of Student Affective Responses to Teaching Films. ED 110 059
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- Film Resources on Japan. ED 110 002
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- Index to 16mm Educational Films. Volume 1, Subject Guide and Directory of Producers-Distributors. Fifth Edition. ED 110 078//
- Index to 16mm Educational Films. Volume 2, Alphabetical Guide (A-L). Fifth Edition. ED 110 079//
- Index to 16mm Educational Films. Volume 3, Alphabetical Guide (M-Z). Fifth Edition. ED 110 080//
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- Distribution of Federal Student Assistance: The Enigma of the Two-Year Colleges. ED 110 128

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Financial Support of Higher Education in Washington. A National Comparison. ED 109 950

Follow-up Study of Tuition and Fee Comparisons and Federal Student Financial Aid Rankings. ED 109 947

Future Opportunities for Foundation Support. IFF Report R-11. ED 110 010

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Finland

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Towards a Research Model for the Investigation of Programmed Language Instruction. Reports from the Language Centre, No. 6. ED 109 892

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First Grade Spelling Component

An Analysis of Spelling Errors in the 1971 Tryout of a First Grade Spelling Component. ED 109 706

First Year Communication Skills Program

Midterm and Final Testing of Quality Assurance Classes Using the First Year Communication Skills Program. ED 110 509

Flexible Classrooms

Ten Years of Open Space Schools: A Review of the Research. ED 110 431

Flexible Facilities

New Concepts in Design of Middle Schools. ED 109 798

Physical Education Facilities. ED 109 803

Flight Training

Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations. ED 109 346

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T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training. ED 109 423

Transfer of Training with Formation Flight Trainer. ED 109 451

Flooring

Carpet Selection and Rationale for Its Use. ED 109 797

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A Positive Look at Articulation: Florida, 1975. ED 109 573

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A Resource Document for Implementing Recruitment of Minorities and Women at The Florida State University.

ED 109 968

Folk Culture

101 Things to Do for Your Bicentennial: A Program for the American Issues Forum. A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri Region.

ED 110 406

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ED 110 424

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ED 110 425

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A Comparison of Three Methods of Conducting a Follow-up Study.

ED 109 339

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Follow-Up Survey of 1974 Graduates; Career Education Project.

ED 109 406

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ED 109 466

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ED 109 431

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ED 109 559

Food

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ED 110 434//

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Health Foods: Facts and Fakes. Public Affairs Pamphlet No. 498.

ED 110 434//

Food Handling Facilities

Food Service Facilities.

ED 109 804

Food Service

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Food Service Facilities.

ED 109 804

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ED 109 368

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ED 110 434//

The Phonoviewer as an EFNEP Teaching Method: Overall Conclusions.

ED 110 023

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Foreign Countries

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ED 110 155

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ED 109 359

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ED 110 421

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ED 110 002

Foreign Nationals

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ED 110 229//

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ED 110 230//

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ED 110 231//

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Foreign Student Advisers

The Foreign Undergraduate Student: Institutional Priorities for Action.

ED 109 965

Foreign Students

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ED 109 965

Formative Evaluation

The Evolution of the Role of a Formative Evaluator in an R & D Setting.

ED 110 486

New England Instructional Television Research Center (NETREC).

ED 109 981

Practical Applications in Performance Measurements.

ED 110 064

Form Classes (Languages)

Priorities for Research on Concepts Related to Function Words.

ED 109 701

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ED 110 012

Foster Children

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ED 110 185//

Foster Family

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ED 110 185//

Foundation Programs

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ED 110 010

An Overview: Purposes and Programs.

ED 109 444

Foundations of Education

Foundations of Education for Business. National Business Education Yearbook, Number 13.

ED 109 383//

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ED 110 229//

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ED 110 228//

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ED 109 931//

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ED 109 927

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The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.

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Food Stamps. Learning Packet No. 2.

ED 109 640

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ED 109 641

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ED 109 701

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ED 109 360

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Can Science and Technology Help Solve World Problems?

ED 110 390

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Troubled Talk.

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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health.

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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 9. Laboratory QPCB Task Sort for Medical Laboratory Technology.

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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 11. Pharmacy QPCB Task Sort for Pharmacy.

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High School Graduates

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Evaluation in Home Economics. ED 109 334

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A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163

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World Film and Television Study Resources. A Reference Guide to Major Training Centers and Archives.
- ED 110 070//

Instructional Media

- Index to Educational Audio Tapes. Third Edition. ED 110 088//
- Index to Educational Records. Third Edition. ED 110 089//
- Index to Producers and Distributors (Non-Book Media). Third Edition. ED 110 093//
- Media Services in an Academic Library. A Rationale with Special Implications for New York University's Bobst Library. ED 110 033
- Personality Correlates of Student-Selected Individualized Instruction. ED 110 053
- The Phonoviewer as an EFNEP Teaching Method: Overall Conclusions. ED 110 023
- Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975). ED 110 110

Instructional Objectives Exchange

- The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills. ED 109 614//

Instructional Programs

- Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme II, "Educational Provision Before and During the Host Country's Compulsory Schooling Period" (Strasbourg, France, November 5-8, 1974). ED 110 217
- APEG: Adequate Program for Education in Georgia. [A Report.] ED 109 816
- Built-In Assessment Instruments in an Instructional Program Designed for Spanish-Speaking Children. ED 110 466
- A Directory of Title III, ESEA Projects [Arkansas]. ED 110 569
- The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts. ED 110 170
- The Effect of the DISTAR Instructional System: An Evaluation of the 1972-1973 Title I Program of Winthrop, Massachusetts. ED 110 171
- Elementary-Secondary Guide for Oregon Schools. Pre-Publication Draft. ED 109 753
- Peace Studies Courses. ED 110 366//
- Program Fair Evaluation--Summative Appraisal of Instructional Sequences with Dissimilar Objectives. ED 110 514
- Techniques for Analyzing Test Response Data. ED 110 496

Instructional Systems

- The Air Force Advanced Instructional System (AIS): An Overview. ED 109 396
- Design of and Preliminary Data on the Instructional Strategy Subsystem. ED 109 474

Instructional Technology

- How Now Brown Cow? The Texas Educational Telecommunications Study. ED 110 052
- Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975). ED 110 110
- Technology and Media for Lifelong Learning: What Can ERIC Contribute? ED 109 323

Integrated Curriculum

- Career Development Guide: Grades K-12. ED 109 298
- Models for Career Education in Iowa: Implementing Career Education in the School Curriculum. ED 109 312
- Penetrating School Strata Through Career Education (Grades 7 and 8). ED 109 299

- Schools Talk to Parents About the Integrated Day. ED 109 757

Integration Litigation

- Tallulah Morgan et al., Plaintiffs, V. James W. Hennigan et al., Defendants: Civil Action No. 72-911-G. Opinion. ED 110 533

Integration Methods

- The New Urban Community: Mutual Relevance of the Social and Physical Environment. ED 110 566

Intellectual Development

- Cognitive Development in Young Children: A Report for Teachers. ED 110 167

Intelligence

- Creativity in Monozygotic and Dizygotic Twins. ED 109 580
- Determinants of Educational Performance in Southern Brazil. ED 110 250

Intelligence Differences

- Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls. ED 110 202
- The Role of Cue Familiarization in the Discrimination Performance of Retardates, Primary Students, and College Students. ED 109 520

Intelligence Tests

- A Comparison of Various Measures of Intelligence with the WISC among Disabled Readers. ED 109 653

Interaction

- Group Communication through Computers. Volume 2: A Study of Social Effects. IFF Report R-33. ED 110 013

Interaction Process Analysis

- A Flexible Observation Instrument for Student Behavior. Report No. 197. ED 110 439
- SHAPES--Shared Process Evaluation System: With Case Study. ED 109 353

Interagency Cooperation

- Observations on Emerging Relationships between Regional Educational Laboratories and State Departments of Education. ED 109 828

Inter-campus Information System

- ICIS and the Reduction of Paperback. ED 109 983

Intercollegiate Programs

- ICIS and the Reduction of Paperback. ED 109 983

Intercommunication

- Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings. ED 109 726

Intercultural Programs

- Cultural Awareness: Learning Your Way Around a New Culture. Revised. ED 109 547
- Romanian Conference. Final Report. ED 109 904
- Values and Desiderata of the Cultural Exchange Program with Romania. ED 109 912

Interdisciplinary Approach

- The Anisa Model: A Comprehensive Plan for Educational Renewal. [And] A Summary Statement of the Anisa Model. ED 110 387
- Hatching, Scratching, and Dispatching: A Creative Career Development Approach. ED 109 532

Interest

- Bond Sales for Public School Purposes 1973-74. ED 109 735

Interest Research

- Effect of Interest in Material on Sex Differences in Reading Comprehension. Final Report. ED 109 610

Interest Tests

- Assessing the Career Interests of College Youth: Summary of Research and Applications. Research Report No. 67. ED 109 525

Interfaith Relations

- Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture. ED 110 412

Interference (Language Learning)

- Contrastive Analysis and the AFL Teacher. ED 109 880
- Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language--English to German). ED 109 887

Interinstitutional Cooperation

- Cooperative Planning for a School of Nursing Within a Health Science Complex. ED 109 297
- Le Diplôme d'Université Face aux Activités de Formation Continue: Analyse Sommaire de la Documentation Actuelle. (The University Graduate with Respect to Continuing Education Programs: Summary Analysis of Current Documentation). ED 109 453
- Resolutions of the Standing Conference, 1959-1973. Standing Conference of European Ministers of Education, Ninth Session. ED 110 381
- Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia. ED 110 123
- The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education. ED 110 457

Interior Design

- Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings. ED 109 409

Interlibrary Loans

- Cooperative Information Network Interlibrary Loan Non-Filled Request Study. ED 110 020

Intermediate English Evaluation Project

- English E. R. A. S. (Educational Resources Allocation System): A Series of Reports Outlining the Planning Phase, Intermediate Division. ED 109 695

Intermediate Grades

- An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use By Middle-Grade Classrooms Involved in Outdoor Education. ED 110 234

International Education

- Quantitative Concepts, Vernacular, and Education in Papua New Guinea. E.R.U. Report 12. ED 110 339
- Sex Differences in Preparing for Scientific Occupations. ED 110 341//

International Federation for Documentation

- FID Yearbook 1975. ED 110 000

International Organizations

- Eudised Project: A Preliminary Assessment of the Draft Eudised Programme 1976-78. ED 110 026
- FID Yearbook 1975. ED 110 000
- Peace Studies Courses. ED 110 366//
- Publications of I.L.S.M.H. [International League of Societies for The Mentally Handicapped] Member Societies: General Index: 1973. ED 109 847

238 Subject Index

- Six Documents from the Committee for Educational Documentation and Information. ED 109 982
- The Use of Simulation Models in Educational Planning: A Critical Evaluation of S. O. M. Technical Report. ED 110 044
- International Programs**
- Can Science and Technology Help Solve World Problems? ED 110 390
- Information in Support of Population Activities. ED 110 041//
- Reports: Programme Commissions, Administrative Commission, Legal Committee. Records of the General Conference (17th, Paris, 17 October to 21 November 1972), Volume 2. ED 110 353//
- Internship Programs**
- An Evaluation of the Technical Internship in Agricultural Education at Auburn University. Staff Study VAG 1-75 Agricultural Education. ED 110 437
- Reading Skills Development: An Instructional Module. ED 109 591
- Teacher Certification Consortium for the Preparation of Elementary Teachers. ED 110 410
- Interpersonal Competence**
- Career Education: Its Implications for the Educable Retarded. Project Price Working Paper No. 3. ED 109 838
- Communication and the Supervisor. ED 109 382
- Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded). ED 109 842
- Structure and Change in the Behavior of Economically Disadvantaged Preschool Children. ED 110 488
- TEACHER-ADVISORS: Where There's a Skill There's A Way. ED 109 583
- Training Materials and Trainers for Organizational Development in Education. ED 109 736
- Interpersonal Relationship**
- The Magic Collection. ED 109 542
- Interpretive Skills**
- The Effects of Certain Personal and Situational Variables on the Acquisition Sequence of Graphical Interpretation Skills. Vols. 1, 2, and 3. ED 110 317
- Interrogatives**
- Some Semantic Properties of Romanian Interrogatives: "Care" and "Cine." ED 109 906
- Interstate Programs**
- SLICE Office Report for the Quarters October 1, 1973 to December 31, 1973 and January 1, 1974 to March 31, 1974. ED 110 017
- Intervention**
- Early Childhood Education for Diversely Handicapped Children. ED 109 874
- Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671. ED 109 870//
- Early Childhood Intervention-Exceptionalities: A Selective Bibliography. Exceptional Child Bibliography Series No. 669. ED 109 868//
- Early Childhood Intervention-General Theory and Programs: A Selective Bibliography. Exceptional Child Bibliography Series No. 662. ED 109 866//
- Early Childhood Intervention-Infancy: A Selective Bibliography. Exceptional Child Bibliography Series No. 670. ED 109 869//
- The Grammar of Artifactual Action. ED 109 830
- The Pennsylvania Research in Infant Development and Education Project: A Five Year Perspective. ED 110 181
- School-Community Program in Early Childhood Development. ED 109 877
- Social Services and the Family. ED 110 175
- A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163
- Interviews**
- A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules. ED 110 045
- Cyril O. Haule et la Formation Continue des Professionnels: Notes d'Entrevue et Morceaux Choisis. (Cyril O. Houle and Continuing Professional Education: Interview Notes and Selected Excerpts). ED 109 454
- A Method for Obtaining Post Formal Training Feedback: Development and Validation. Final Report. November 1973-May 1975. ED 110 032
- Intramural Athletic Programs**
- Summer Intramurals -- A Programming Challenge. ED 110 451
- Iowa**
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 513
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 514
- Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase. ED 109 309
- Models for Career Education in Iowa; Implementing Career Education in the School Curriculum. ED 109 312
- Models for Career Education in Iowa. Goals and Objectives for Implementation of Career Education in Grades 7-12. ED 109 316
- Rural Communities Learn to Help Themselves. ED 110 242
- Italian**
- Obligatory Versus Optional Rules in Pedagogical Texts: The Partitive Construction in Italian. ED 109 925
- Italy**
- The Teaching of Modern Languages to Migrant Workers. (Italy) 1971. ED 110 221//
- The Teaching of Modern Languages to Migrant Workers. (Italy), 1973. ED 110 226//
- Item Analysis**
- Assessing the Career Interests of College Youth: Summary of Research and Applications. Research Report No. 67. ED 109 525
- Content Influences on Sex Differences in Performance on Aptitude Tests. ED 110 493
- Item Banks**
- Classification Scheme for Items in CAAT. ED 110 505
- Computer Assisted Assembly of Tests at Educational Testing Service. ED 110 503
- Item Sampling**
- Estimating the Standard Error of the Mean in Multiple Matrix Sampling When Items are Sampled With and Without Replacement. ED 110 495
- Minimizing Context Effect When Using Multiple Matrix Sampling. ED 110 468
- A Note on Allocating Items to Subtests in Multiple Matrix Sampling. ED 110 519
- Techniques for Analyzing Test Response Data. ED 110 496
- Japan**
- Film Resources on Japan. ED 110 002
- Japanese**
- Suggestions on Japanese Materials. ED 109 896
- Jews**
- Counseling Girls and Women: A Guide for Jewish and Other Minority Women. BBCCS Pamphlet No. 1023. ED 109 551
- Eight Years Later: Education and Careers of Young Jewish Adults. ED 109 482
- Job Analysis**
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. ED 110 284//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 1. Radiation QPCB Task Sort for Radiation. ED 110 285//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 2. General Ward Corpsman QPCB Task Sort for Patient Care. ED 110 286//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 3. O.R. QPCB Task Sort for O.R. ED 110 287//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 4. Clinic QPCB Task Sort for Clinical Physician Assistants--Dermatology, ENT, Ophthalmology, Orthopedics, and Urology. ED 110 288//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 5. Biontronic QPCB Task Sort for Cardio-Pulmonary, EEG, EKG, Inhalation Therapy. ED 110 289//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 6. Neuropsychiatric QPCB Task Sort for Psychiatric and Mental Health Care. ED 110 290//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 7. Equipment Repair QPCB Task Sort for Medical and Dental Equipment Repair. ED 110 291//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health. ED 110 292//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 9. Laboratory QPCB Task Sort for Medical Laboratory Technology. ED 110 293//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 10. PT/OT QPCB Task Sort for Physical and Occupational Therapy. ED 110 294//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 11. Pharmacy QPCB Task Sort for Pharmacy. ED 110 295//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 12. Dental QPCB Task Sort for Dental Patient Care, Prosthetics, Laboratory, and Administration. ED 110 296//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in

the Navy Medical Department. Attachment 13. Administrative QPCB Task Sort for Medical/Dental Administration.

ED 110 297//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 14. Aviation QPCB Task Sort for Aviation Medicine and Physiology.

ED 110 298//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 15. Field Medicine QPCB Task Sort for Field Medicine.

ED 110 299//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 16. Independent Duty QPCB Task Sort for Independent Duty.

ED 110 300//

Master-At-Arms: Naval Rate Training Manual.

ED 109 440

Physical Therapy Career Ladder: United States Air Force Job Inventory. AFSCs 91330, 91350, 91370, and 91392.

ED 109 437

Job Application

Job Application. Learning Packet No. 1.

ED 109 641

Job Development

On the Coming Demise of Job Enrichment. Technical Report No. 9.

ED 109 350

Upward Mobility Through Job Restructuring. Personnel Management Series No. 26.

ED 109 318

Job Enrichment

On the Coming Demise of Job Enrichment. Technical Report No. 9.

ED 109 350

Job Inventory

Physical Therapy Career Ladder: United States Air Force Job Inventory. AFSCs 91330, 91350, 91370, and 91392.

ED 109 437

Job Market

Developing a Career Information System: Final Report.

ED 109 375

Job Placement

Review and Synthesis of Job Placement Literature: Volume 1 of a Research Project to Develop a Coordinated Comprehensive Placement System.

ED 109 428

Job Restructuring

Upward Mobility Through Job Restructuring. Personnel Management Series No. 26.

ED 109 318

Job Satisfaction

On the Coming Demise of Job Enrichment. Technical Report No. 9.

ED 109 350

Orientations of Research Staff to Change of Occupation: A Sociological Case Study.

ED 109 325

Prediction of Performance and Satisfaction of Aeronautical Engineering Students at the Naval Postgraduate School.

ED 109 541//

Job Skills

El Paso Manpower Needs Assessment for Educational Planning.

ED 110 116

Guidelines for Employment Orientation Programs for Special Needs Students; A Broad Basic Curriculum.

ED 109 835

Physical Therapy Career Ladder: United States Air Force Job Inventory. AFSCs 91330, 91350, 91370, and 91392.

ED 109 437

What Can I Do with a Major in...? 190 Careers That More Than 10,000 Graduates of the 19 Most Popular Majors Have Entered From 1950 to the Present.

ED 109 552//

Job Training

The Development of Teaching Units for Office Education Simulated Programs for Use in the State of North Dakota. Final Report.

ED 109 332

Food and Nutrition: Supplemental Lessons for Training Extension Aides: Food Preparation.

ED 109 368

Handbook for North Dakota Vocational Office Education Teacher-Coordination. North Dakota Occupational Models. A Career Cluster Concept.

ED 109 331

North Carolina Community College System Operating Program, 1975-1980. Research Memorandum.

ED 110 153

T and D Abstracts: Volume 13-1975: Continuation of CIRF Abstracts.

ED 109 388

Journalism

Course Objectives: Secondary Language Arts.

ED 109 708

Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools.

ED 109 675

Junior College Libraries

Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community Junior Colleges. [Summary Report.]

ED 110 127

Junior Colleges

Adapting Institutional Research to Changing Student Populations.

ED 110 120

Affirmative Action.

ED 110 100

An Analysis of Enrollment Characteristics of Spring and Fall Semesters from 1963 to 1975.

ED 110 146

An Audio-Tutorial Model for First Year General Chemistry: An Operational Plan for Claremore Junior College.

ED 110 280//

Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures.

ED 109 548

Committee Report on Financing Public Community Colleges.

ED 110 122

A Comparison between Three Groups of Hutchinson Community Junior College Students on the American College Testing Program's Composite Score and on the Reasons and Factors Affecting the Student's College Choice.

ED 110 140

A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester.

ED 110 113

A Comparison of the Achievement Results on a Social Science Unit by Kennedy-King College [Illinois] Students Instructed by Computer with Those Instructed by Individualized Booklets.

ED 110 130

Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey.

ED 110 133

Decentralized Counseling: An Innovative Approach.

ED 110 121

Developing an Individualized Learning Course for an Urban Community College.

ED 110 131

Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101.

ED 110 099

The Dissemination of Local-Level, Long-Range Planning Systems to North Carolina Technical Institutes and Community Colleges. Occupational Education Research Project Final Report.

ED 110 154

Distribution of Federal Student Assistance: The Enigma of the Two-Year Colleges.

ED 110 128

Educational and Retraining Needs of Older Adults. Final Project Report.

ED 110 132

[El Paso Community College Attrition Studies, Fall 1971-Fall 1974.]

ED 110 114

El Paso Manpower Needs Assessment for Educational Planning.

ED 110 116

Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975.

ED 110 141

An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course.

ED 110 129

Evening College Enrollment Study, Spring, 1975.

ED 110 150

Faculty Load: A Report to the Dean of Instruction.

ED 110 109

The Future of the Humanities in the Community College. [Conference Summary].

ED 110 148

[Harcum Junior College: Institutional Research, 1974.]

ED 110 105

The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction.

ED 110 119

Improving Instruction in California Community Colleges through Applied Research. Final Report.

ED 110 143

Innovative Approaches to Occupational Programs for the Rural Two-Year Colleges.

ED 110 137//

An Investigation of the Effects of Selected Aspects of Individualized Instruction on the Achievement of Students.

ED 110 124

A Long Range Planning Study for the El Paso Community College, El Paso, Texas.

ED 110 115

A Manual for Establishing a Community College Community Services Program; A Practical Guide to the Community-Based, Performance-Oriented Institution of Post Secondary Education.

ED 110 139

The Mini-Grant: A Means for Instructional Improvement through Research.

ED 110 149

New Problems Confronting Rural Institutions.

ED 110 135//

New Responses to New Problems Facing the Rural Community College. Proceedings of [the] Annual Workshop, Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975).

ED 110 134

North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum.

ED 110 152

North Carolina Community College System Operating Program, 1975-1980. Research Memorandum.

ED 110 153

Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.

ED 110 101

Pilot Study of Puerto Rican Junior Colleges. Final Report.

ED 110 147

Planning for the North Carolina Community College System: A State-Level Perspective.

ED 110 151

Poor Academic Performance--Why?

ED 110 106

A Positive Look at Articulation: Florida, 1975.

ED 109 573

Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975).

ED 110 110

Proceedings of the Patterns Seminar (Rochester Institute of Technology, April 10-11, 1975).

ED 110 112

- Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report. ED 110 102
- Rationale for Adopting Legislation in Support of Divisions of Continuing Education and Community Services in the Massachusetts Community College System. ED 110 145
- The Relationship between Objective Versus Subjective Classroom Tests and Student Evaluations of Their Instructors. ED 110 144
- Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report. ED 110 103
- Some Biochemical Correlates of Academic Achievement (College Women--Their Eating Habits and Academic Achievement). ED 110 117
- Staff Development for the Rural Community College. ED 110 136//
- The States, Communities, and Control of the Community College: Issues and Recommendations. ED 110 125
- Student Grade History System. ED 110 104
- Techniques for Fostering Change: The Rural Two-Year College. ED 110 138//
- Tentative Ten-Year Enrollment Projections: Fiscal Years 1977-1986. ED 110 107
- Three JCCC Career Student Follow-ups, 1974. ED 110 142
- The Two-Year College System in Ohio: A Planning Report. ED 110 126
- Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia. ED 110 123
- Vocational Plans of Full-Time Community and Junior College Students, Fall 1970. ED 110 118
- Volunteer Program Management: A Suggested Community College Curriculum. ED 110 108
- Years of Change for Community Colleges: 1970 to 1974. ED 110 111
- Junior College Students**
- Affirmative Action. ED 110 100
- [El Paso Community College Attrition Studies, Fall 1971-Fall 1974.] ED 110 114
- [Harcum Junior College: Institutional Research, 1974.] ED 110 105
- Poor Academic Performance--Why? ED 110 106
- Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report. ED 110 102
- Some Biochemical Correlates of Academic Achievement (College Women--Their Eating Habits and Academic Achievement). ED 110 117
- Vocational Plans of Full-Time Community and Junior College Students, Fall 1970. ED 110 118
- Junior High Schools**
- Penetrating School Strata Through Career Education (Grades 7 and 8). ED 109 299
- Junior High School Students**
- Matching Factors of Vocational Interests by Grade, Sex, and Race. ED 110 483
- Juvenile Courts**
- Training Volunteer Court Counselors. ED 109 560
- Kansas**
- Western Kansas Migrant Health Project: 7th Annual Progress Report, 1970. ED 110 211
- Western Kansas Migrant Health Project: 8th Annual Progress Report, 1971. ED 110 212
- Western Kansas Migrant Health Project: 9th Annual Progress Report, 1972. ED 110 213
- Western Kansas Migrant Health Project: 10th Annual Progress Report, 1973. ED 110 214
- Western Kansas Migrant Health Project: 11th Annual Progress Report, 1974. ED 110 215
- Kentucky**
- Father-Son Decision-Making in Joint Farming Arrangements. ED 110 249
- Kettering Foundation**
- Future Opportunities for Foundation Support. IFF Report R-11. ED 110 010
- Kindergarten**
- Career Education--World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [K-1]. ED 109 369
- Kindergarten Handbook. ED 109 751
- Kindergarten Children**
- The Effects of a Kindergarten Mathematics Program Implemented through In-Service Teacher Education. ED 110 176
- Evaluation of the First-Year Communication Skills and Instructional Concepts Programs. ED 110 510
- Kindergarten Tryout of Single Variable Classification Task Protocols. ED 110 521
- Laboratory Experiments**
- A Comparison of Two Laboratory Methods for the Teaching of General Physical Science at the College Level: Vicarious Experimentation Versus Conventional Experimentation. ED 110 273//
- Laborers**
- The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History. ED 110 395
- Labor Force**
- Annual Earnings of Household Heads in Production Jobs, 1973. Summary: Special Labor Force Report. ED 109 301
- A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply. ED 109 347
- Manpower Planning, Occupational Education, and the Decision to Participate in the Labor Force. DASP Technical Paper No. 2. ED 109 418
- The Reserve Army of the Unemployed. Monographs on Career Education. ED 109 509
- Labor Legislation**
- Collective Bargaining in Canadian Education. An Annotated Bibliography. OISE Bibliography Series No. 1. ED 109 743//
- The New Federal Wage-Hour, Equal Pay, and Equal Employment Opportunity Laws. Including 1974 Revisions. ED 109 317//
- A Working Woman's Guide to Her Job Rights. ED 109 328
- Labor Market**
- The Future of Work and Leisure. ED 110 384
- The Reserve Army of the Unemployed. Monographs on Career Education. ED 109 509
- Labor Supply**
- A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply. ED 109 347
- Labor Turnover**
- Manpower Planning, Occupational Education, and Labor Mobility. DASP Technical Paper No. 1. ED 109 385
- Orientations of Research Staff to Change of Occupation: A Sociological Case Study. ED 109 325
- Landscaping**
- Landscape Designs for Schools. ED 109 796
- Language Aids**
- The Place of a Topical Vocabulary Checklist in Foreign Language Teaching. ED 109 921
- Tagalog: Language Guide. Introductory Series. ED 109 916
- Language Arts**
- Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975. ED 109 697
- Course Objectives: Secondary Language Arts. ED 109 708
- Despite Persistent Reports to the Contrary, Many Courses in Communications Around the Country Are Alive and Flourishing, Thank You. ED 109 673
- English E. R. A. S. (Educational Resources Allocation System): A Series of Reports Outlining the Planning Phase, Intermediate Division. ED 109 695
- Evaluation of Learning in Language Arts Vernacular Instruction. ED 109 934
- Individualized Language Arts--Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual...ESEA Title III Project: 70-014. ED 110 544
- Language Arts Program Objectives (Grades 7, 8, and 9). ED 109 681
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Language Arts Evaluation. ED 110 474
- Reading and Language Arts Curriculum for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series No. 13. ED 110 593
- A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School. ED 109 849
- A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School. ED 109 850
- Theoretical Basis for the Development of the Language Arts Curriculum in Bilingual Programs. ED 109 930
- Language Classification**
- Issues in Sociolinguistic Typology. ED 109 918
- Language Development**
- The Acquisition of Questions in Texas Spanish: Age 2 - Age 5. ED 109 890
- Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975. ED 109 697
- A Critical Age Model of Language Learning. ED 109 688
- Early Childhood Education for Diversely Handicapped Children. ED 109 874
- Language-Mediated Concept Learning. ED 109 704
- Semantic Primacy in First and Second Language Acquisition. ED 109 924
- Written Language of the Hearing Impaired - Deviant, Delayed, or Different. ED 109 917
- Language Experience Approach**
- Values Strategies in the Teaching of Reading. ED 109 659
- Language Instruction**
- Ad Hoc Conference on the Education of Migrants: Information Document Presented by the Council of Europe on Action Taken for the Education and Training of Migrant Workers

- and Their Families, with Special Reference to the Schooling of Immigrant Children. (Strasbourg, France, November 5-8, 1974).
ED 110 220
- Context, Situation, and Experience.
ED 109 886
- Contrastive Analysis and the AFL Teacher.
ED 109 880
- Council of Europe Experimental Special Classes for Migrant Workers' Children, 1972-73 Academic Year. (Gagny, France).
ED 110 229//
- Council of Europe Experimental Special Classes for Migrant Workers' Children, Academic Year 1972-73. (Vitry, France).
ED 110 230//
- Education for a Complex World: A Rationale and Model for Bilingual/Bicultural Education.
ED 110 203
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Library Surveys

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Administration of Government Documents Collections.
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The Library of Congress.
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The Future of Work and Leisure.
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Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks.
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Linguistic Competence

Factors of Reading Readiness.
ED 109 647//

Linguistics

Monoaural-Stereo Recording Comparison.
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Linguistic Theory

Language-Mediated Concept Learning.
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Listening Comprehension

Some Factors Involved in the Comprehension of Prose Materials.
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Reading Achievement in the United States: Then and Now.
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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 3. O.R. QPCB Task Sort for O.R.
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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 2. General Ward Corpsman QPCB Task Sort for Patient Care. ED 110 286//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 3. O.R. QPCB Task Sort for O.R. ED 110 287//

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Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 7. Equipment Repair QPCB Task Sort for Medical and Dental Equipment Repair. ED 110 291//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health. ED 110 292//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 9. Laboratory QPCB Task Sort for Medical Laboratory Technology. ED 110 293//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 10. PT/OT QPCB Task Sort for Physical and Occupational Therapy. ED 110 294//

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 11. Pharmacy QPCB Task Sort for Pharmacy. ED 110 295//

- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 12. Dental QPCB Task Sort for Dental Patient Care, Prosthetics, Laboratory, and Administration. ED 110 296//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 13. Administrative QPCB Task Sort for Medical/Dental Administration. ED 110 297//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 14. Aviation QPCB Task Sort for Aviation Medicine and Physiology. ED 110 298//
- Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 15. Field Medicine QPCB Task Sort for Field Medicine. ED 110 299//
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- Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11. ED 109 609
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- Design of and Preliminary Data on the Instructional Strategy Subsystem. ED 109 474
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Notes on the Structure of Educational Organizations. Occasional Paper No. 3. ED 109 768
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Counseling Program Development and Rationale. Responding to: "2. Comprehensive Overview of the Mountain-Plains Counseling Program..." Counseling Services Report No. 10. ED 109 484
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Upward Mobility Through Job Restructuring. Personnel Management Series No. 26. ED 109 318
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Case Studies for Teaching Organizational Communication. ED 109 730
Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report. ED 110 103
Resources for Teachers of Organizational Communication. ED 109 729
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Notes on the Structure of Educational Organizations. Occasional Paper No. 3. ED 109 768
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Orienting Prospective Teachers to Career Education; Project TECE [Teacher Education for Career Education]. ED 109 390
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An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use By Middle-Grade Classrooms Involved in Outdoor Education. ED 110 234
- Outreach Programs**
Western Kansas Migrant Health Project: 7th Annual Progress Report, 1970. ED 110 211
Western Kansas Migrant Health Project: 8th Annual Progress Report, 1971. ED 110 212
Western Kansas Migrant Health Project: 9th Annual Progress Report, 1972. ED 110 213
Western Kansas Migrant Health Project: 10th Annual Progress Report, 1973. ED 110 214
Western Kansas Migrant Health Project: 11th Annual Progress Report, 1974. ED 110 215
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Cognitive Abilities and Strategies in Children's Paired-Associative Learning. Report from the Project on Children's Learning and Development. Technical Report No. 315. ED 109 566
Demographic Factors in the Education of Relations in Analogy Picture Pairs. Technical Report No. 7. ED 109 678
The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items. Technical Report No. 8. ED 109 679
Optimal Mixtures of Test Types in Paired-Associate Learning (Sensory Information Processing). Final Report. ED 109 625

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B - J Paperback Book Guide. Volume I, Number 1. ED 109 709//
Paperbacks for the Adolescent Reader. ED 109 624
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A Study of Overloading in University of Papua and New Guinea (UPNG). E.R.U. Report 14. ED 110 340
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Quantitative Concepts, Vernacular, and Education in Papua New Guinea. E.R.U. Report 12. ED 110 339
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- Parent Child Relationship**
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Mothers Don't Have Long Hair: An Exploratory Study of Preschool Perceptions of Mother. ED 110 180
Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls. ED 110 202
Parent Education and Elementary Counseling. ED 109 587
Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children. ED 109 572
Workjobs...for Parents: Activity-Centered Learning in the Home. ED 110 198//
- Parent Education**
Parent Education and Elementary Counseling. ED 109 587
Parenting in 1975: A Listing from PMIC. ED 110 156
Parent Training. ED 109 855
Project PREPARE. Guide. ED 109 492
Project to Teach Educationally Disadvantaged Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children. ED 109 491
A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163
Workjobs...for Parents: Activity-Centered Learning in the Home. ED 110 198//
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Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls. ED 110 202
- Parenting Materials Information Center**
Parenting in 1975: A Listing from PMIC. ED 110 156
- Parents**
Parenting in 1975: A Listing from PMIC. ED 110 156
- Parent School Relationship**
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The Balance of Control Between Parents and Teachers in "Co-Op" Free Schools. ED 109 775
Open Enrollment: A Study in Revealed Preferences for Educational Outcomes in a Big City School System. ED 109 742
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- Participant Involvement**
Developing Individualized Behavior Change Goals with Clients: A Procedure. ED 109 549
- Participant Satisfaction**
Assessment of Cooperative Education by Former Students and Participating Employers. [Indiana]. ED 109 414
ASUCLA Child Care Center Workshop Evaluation and Documentation Report: A Project of the Faculty and Students of the Early Childhood Development Specialization. ED 110 184
A Four-Year Follow-Up Study of the Forty-One Graduates—Class of 1971 of the Jackson County [Iowa] Adult Evening High School Completion Program. ED 109 466
Three JCCC Career Student Follow-ups, 1974. ED 110 142
- Participation**
Comparative Town Meetings: A Search for Causative Models of Feminine Involvement in Politics with New Operational Definitions of a Well Calloused Dependent Variable. ED 110 236
- Partitive Construction**
Obligatory Versus Optional Rules in Pedagogical Texts: The Partitive Construction in Italian. ED 109 925
- Pattern Recognition**
The Effects of Letter Pattern Training and Grammatical Context on Sight Word Learning in Kindergarteners. ED 109 628
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Peace Studies Courses. ED 110 366//
- Peer Relationship**
Collaborative Relationships on Teaching Teams: Implications for Collegial Influence, Team Morale, and Instructional Practices. ED 110 438
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- Pennsylvania**
Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction. ED 110 237
The Matter of Choice: A Study of Out-of-State Use of Grants Financed by Appropriations from the State Legislature in Pennsylvania. ED 109 944
The Role of the Health History in Re-establishing the Value of School Health Services. ED 110 195
- Pennsylvania Department of Education**
A Two-Year Evaluation of the Comparative Effects of an Open Classroom Instructional Program and a Traditional Instructional Program. ED 110 187
- Pennsylvania Educational Quality Assessment**
Pennsylvania's Preparing for a Changing World Instrument: A Validation Study. ED 110 523
- Pennsylvania Research Infant Devel Ed Proj**
The PRIDE Project: Assistant Teacher Manual. ED 110 182
- Perceptual Development**
Mothers Don't Have Long Hair: An Exploratory Study of Preschool Perceptions of Mother. ED 110 180
Picture-Word Differences and Conceptual Frequency Judgments. ED 110 336//
- Project SEE [Specific Education of the Eye]: Title III Project 71-084.** ED 109 664
ED 110 546
- Performance**
A Semantic Differential for Evaluating Conference Role Performance of Educational Administrators. ED 110 478
- Performance Based Education**
Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade. ED 110 542
The Dale Avenue Performance Objective Model: A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement. ED 110 540
Dale Avenue Performance Objective Model Pre-Primary-Primary Performance Objectives Prekindergarten Through Grade Three: Manual; Record Book. ED 110 543
Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual. ED 110 541
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Instituting Competency-Based Degree Programs in a Large Public University. Curriculum of Attainments. ED 109 963
Models for Career Education in Iowa. Goals and Objectives for Implementation of Career Education in Grades 7-12. ED 109 316
Oregon Graduation Requirements: Guidelines for Planned Course Statements. ED 109 749
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Performance-Based Curricula for Vocational Teachers. ED 109 348
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Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade. ED 110 539
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Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects. ED 109 378
Elementary Mathematics Education: Developing a Competency-Based/Field-Centered Program. ED 110 329//
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NUSTEP: Business Education Learning Tasks. ED 109 338
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The Transformation of Personal Themes in Literary Creation.

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ED 109 620

Phonemes

Children's Recognition of Phonemes in a Word Context.

ED 109 652

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ED 109 629

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ED 109 630

A Model of Developmental Phoneme Differentiation Ability.

ED 109 705

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ED 109 646

Phonics

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ED 109 665

Transfer of Mixed Word Identification Training to a Reading Context.

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Phonograph Records

Cataloging Phonorecordings: Problems and Possibilities.

ED 110 067//

Index to Educational Records. Third Edition.

ED 110 089//

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Index to Educational Audio Tapes. Third Edition.

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Obligatory Versus Optional Rules in Pedagogical Texts: The Partitive Construction in Italian.

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Title IX: Human Rights in School Sport.

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ED 109 803

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ED 110 346//

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 A Study of the Effect Introductory Physical Science Produces in Students' Abilities in Selected Areas of Physics. ED 110 273//
 ED 110 283//
- Physical Therapists**
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- Physical Therapy**
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- Physicians**
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 Contributions to a Comprehensive Health Manpower Strategy. ED 109 333//
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 An Analysis of Teachers' Verbal Explanation of Problems in High School Physics. ED 110 271//
 The Application of Certain Thematic Approaches to the Study of Introductory Physics. ED 110 316//
 Capacitor Behavior: A Film and Laboratory Unit in Physics. ED 110 277//
 A Comparative Analysis of Achievement and Attitudes of Twelfth Grade PSSC Physics Students When They Receive as Opposed to When They Do Not Receive Behavioral Objectives Prior to Instruction. ED 110 312//
 A Computational Technique to Determine the Angular Displacement, Velocity and Momentum of a Human Body. ED 110 427
 Factors Related to Enrollment in Secondary School Physics. ED 110 281//
 Physics in Perspective: Recommendations and Program Emphases. ED 110 310//
- Physiology**
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- Piaget (Jean)**
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 The Role of Experience in Cognitive Development. ED 110 173
 Why Group Games? A Piagetian Perspective. ED 110 159
- Pictorial Self Concept Scale**
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- Planned Courses**
 Oregon Graduation Requirements: Guidelines for Planned Course Statements. ED 109 749
- Planning**
 Campus in Transition. ED 109 974
 Planning for Planning. Relationships between Universities and Governments: Guidelines to Process. ED 109 977
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 A Road Not Taken: An Approach to Teaching Poetry. ED 109 671
- Poets in the Schools**
 A Road Not Taken: An Approach to Teaching Poetry. ED 109 671
- Poets in the Schools Program**
 A Feel for Words: Making Poetry in the Public Schools. A Handbook for Teachers and Parents. ED 109 690
- Police**
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- Police Community Relationship**
 Address by the Attorney General of the United States Before the 100th Graduating Class of the FBI National Academy. ED 109 307
- Police Training**
 DWI [Driving While Intoxicated] Law Enforcement Training Project; Evaluation Aids Packet and Media Log. ED 109 441
- Policy**
 Policy Analysis for Rural Development and Growth Management in Colorado. ED 110 252
- Policy Formation**
 Delphi Decision Methods in Higher Education Administration. ED 109 941
 Education in National Politics. ED 109 781//
 State Government: The Decision-making Process. A Resource Manual for Teachers and Students. ED 110 394
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- Political Affiliation**
 The Divided Academy: Professors and Politics. ED 109 957//
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- Political Attitudes**
 The Importance of Politics: A Study of French Secondary School Students. Draft. ED 110 407
 Trends in Attitudes on Political, Social, and Collegiate Issues Among College Students: The Mid-1960's to Mid-1970. ED 109 518
- Political Influences**
 The Divided Academy: Professors and Politics. ED 109 957//
 The Persuasion of Image Building and Presidential Campaigns. ED 109 720
- Political Issues**
 Education and Politics at Harvard. ED 109 956//
 Toward a Platform for Rural America. Report of the National Conference on Rural America (1st, Washington, D.C., April 14-17, 1975). ED 110 256
- Political Science**
 Achievement and Attitude with Computer Related Instruction: A Field Experiment. ED 110 399
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 Fair Trial v. Free Press. A Resource Manual for Teachers and Students. ED 110 391
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 Individual Rights. A Resource Manual for Teachers and Students. ED 110 392
 Simulation: The Motivation Connection. ED 110 401
 State Government: The Decision-making Process. A Resource Manual for Teachers and Students. ED 110 394
 Voter Education. A Resource Manual for Teachers and Students. ED 110 393
- Political Socialization**
 The Importance of Politics: A Study of French Secondary School Students. Draft. ED 110 407
- Politics**
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 Education in National Politics. ED 109 781//

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ED 110 547
The Governance of Postsecondary Education in New York State.
ED 109 951
The Matter of Choice. A Study of Out-of-State Use of Grants Financed by Appropriations from the State Legislature in Pennsylvania.
ED 109 944
Post-Secondary Occupational Education and the Energy Crisis.
ED 109 448
Postsecondary Technical Education and the Energy Crisis.
ED 109 447
Principles of Post-Secondary Vocational Education.
ED 109 420//

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ED 110 103

Prediction

- The Future of Work and Leisure.
ED 110 384
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ED 110 513

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ED 109 541//

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An Exploratory Inquiry into the Multi-Factor Theory of Moral Behavior Applied to Values Education.

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Prediction of Performance and Satisfaction of Aeronautical Engineering Students at the Naval Postgraduate School.

ED 109 541//

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ED 109 663

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ED 109 492

Preschool Children

Mothers Don't Have Long Hair: An Exploratory Study of Preschool Perceptions of Mother.

ED 110 180

Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls.

ED 110 202

Pre-Kindergarten Program Evaluation.

ED 110 190

Preschool Children's Recognition of Phonemes in a Word Context.

ED 109 646

The PRIDE Project: Assistant Teacher Manual.

ED 110 182

Structure and Change in the Behavior of Economically Disadvantaged Preschool Children.

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Preschool Education

Early Childhood Education for Diversely Handicapped Children.

ED 109 874

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ED 109 899

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ED 110 186

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ED 110 165

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ED 110 181

The PRIDE Project: Assistant Teacher Manual.

ED 110 182

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Why Group Games? A Piagetian Perspective.

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Preschool Learning

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ED 110 181

Today's Child - Tomorrow's World.

ED 110 196

What Are the Essential Characteristics of the Effective Early Education Programs?

ED 110 197

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ED 110 184

Preservice Education

An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition.

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Preparation of Pre-Service Science Teachers in the Use of Alternate Laboratory Teacher Behaviors.

ED 110 269//

The Use of School Volunteers.

ED 109 443

Presidential Campaign

The Persuasion of Image Building and Presidential Campaigns.

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ED 110 199

A Criterion Test for Classification Tasks.

ED 110 522

The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts.

ED 110 170

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Graphic Design in Educational Television.

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Productivity

Communication Gamemanship.

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Professional Associations

Fugitive Essays and Other Papers: 1973-74.

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The Role of ATE in Teacher Education.

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ED 109 748

The Use of School Volunteers.

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ED 109 804

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ED 109 394

Program Descriptions

1970 Tryout of the Summer Reading Program: Preliminary Report.

ED 109 632

Becoming a Child Development Associate: A Guide for Trainees.

ED 110 169

Cooperative Education Planning Study: Annotated Bibliography.

ED 109 510

Early Childhood Education. First Annual Evaluation Report 1973-74.

ED 110 168

Early Childhood Intervention-General Theory and Programs: A Selective Bibliography. Exceptional Child Bibliography Series No. 662.

ED 109 866//

Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers.

ED 110 185//

The Essential Skills Program: Brief History and Future Plans.

ED 109 605

Evaluation of Career Education in Dallas.

ED 110 491

An Evaluation of Five Drug Abuse Education Projects. Parts I and II. Final Report, March 1973-1974.

ED 109 575//

An Exemplary Program for Career Education: Interim Report.

ED 109 302

Guidelines for Elementary and Secondary Physical Education Programs.

ED 110 449

Handbook for Speech Correction, Grades K-12. Curriculum Bulletin 1973-74, Series Number 6.

ED 109 861

Implementing Mini Programs for Middle School Gifted Students. Parts 1-4.

ED 109 846

Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428.

ED 109 306

Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1.

ED 109 516

Peace Studies Courses.

ED 110 366//

Pre-Kindergarten Program Evaluation.

ED 110 190

Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).

ED 109 842

Reading Improvement Program.

ED 109 596

Reports: Programme Commissions, Administrative Commission, Legal Committee. Records of the General Conference (17th, Paris, 17 October to 21 November 1972), Volume 2.

ED 110 353//

Rural Communities Learn to Help Themselves.

ED 110 242

School-Community Program in Early Childhood Development.

ED 109 877

Schools Council and the Young School Leaver.

ED 109 537

A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School.

ED 109 850

TAT Welding Technology Training Program.

ED 109 340

Treatment of Drug Abuse: An Overview. National Clearinghouse for Drug Abuse Information Report Series 34, Number 1.

ED 109 568

Tutor Training.

ED 109 857

Youth Training in the Private Sector: A Model for Implementation.

ED 109 403

Program Design

309b [Adult Education Act] Replication Guide.

ED 109 493

258 Subject Index

- An Ideal Evaluation Design in a Public School Setting: Or Where are You Campbell and Stanley Now That We Need You? ED 110 485
- New Designs for Correctional Education and Training Programs. ED 109 373
- A Program Design for Industrial Arts Education in New York State, 1973. ED 109 446
- Program Development**
- 4-H in the 70's. ED 109 352
- 309b [Adult Education Act] Replication Guide. ED 109 493
- Adult Basic Education in Alabama State University: A Five Year Report. ED 109 442
- The Career Resource Center. ED 109 590
- Cluster Concept in Vocational Education. ED 109 417//
- Communication Skills: Categories of Educational R & D Effort. ED 109 683
- Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects. ED 109 378
- Counseling Program Development and Rationale. Responding to: "2. Comprehensive Overview of the Mountain-Plains Counseling Program...". Counseling Services Report No. 10. ED 109 484
- A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975. ED 109 488
- Elementary Mathematics Education: Developing a Competency-Based/Field-Centered Program. ED 110 329//
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 513
- The Evolution of the Role of a Formative Evaluator in an R & D Setting. ED 110 486
- Guide for Implementing Career Education; Bingham County Developmental Career Education K-12. ED 109 481
- A Handbook for Employment Orientation Teachers of Special Needs Students. ED 109 834
- An Ideal Evaluation Design in a Public School Setting: Or Where are You Campbell and Stanley Now That We Need You? ED 110 485
- The Implementation of a District-Wide Evaluation Model. ED 109 822
- The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1972-73 Program Year. ED 109 872
- The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year. ED 109 873
- Materials and Methods in Adult Education. ED 109 421//
- Models for Career Education in Iowa; Career Development Model and Explanation. ED 109 311
- Models for Career Education in Iowa; Implementing Career Education in the School Curriculum. ED 109 312
- Needs Assessment Model: East Stroudsburg. ED 110 465
- An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254. ED 109 394
- The Phenomenal Growth of the Associate Degree Program in Nursing. ED 109 582
- A Positive Look at Articulation: Florida, 1975. ED 109 573
- Program Objectives: East Allen County Schools Guidance Department. ED 109 576
- A Report on the Mark Twain Staff Development Institute: July 1, 1971 to January 14, 1972. ED 109 871
- A Report on the National Institute of Education/National Education Task Force de la Raza Symposium (Albuquerque, New Mexico, July 25-26, 1974). ED 110 261
- Schools Council and the Young School Leaver. ED 109 537
- The Status of Career Education. ED 109 384
- Toward an Evaluation of Individually Guided Education. ED 110 508
- Treatment of Drug Abuse: An Overview. National Clearinghouse for Drug Abuse Information Report Series 34, Number 1. ED 109 568
- Programed Instruction**
- Celestial Navigation for High School Students. ED 110 274//
- A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3. ED 109 594
- Portuguese. Programmatic Course Instructor's Manual, Volume 1. ED 109 932
- Towards a Research Model for the Investigation of Programmed Language Instruction. Reports from the Language Centre, No. 6. ED 109 892
- Programed Materials**
- A Comparison of the Achievement Results on a Social Science Unit by Kennedy-King College (Illinois) Students Instructed by Computer with Those Instructed by Individualized Booklets. ED 110 130
- PACE Center: A Mobile Career Information and Exploration Center. ED 109 434
- Remedial Reading: -- a Dialect-Free Alternative; Three Studies. ED 109 622
- Programed Texts**
- Roads and Airfields I (Programed Instruction). Engineer Subcourse 64-9. ED 109 438
- Programed Tutoring**
- Remedial Reading: -- a Dialect-Free Alternative; Three Studies. ED 109 622
- Program Effectiveness**
- Administrator Preparation Programs as Knowledge Utilizers. ED 109 746
- Developing a Model for Assessment of Student Personnel Outcomes. ED 109 545
- Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101. ED 110 099
- Evaluation of Career Education in Dallas. ED 110 491
- Evaluation of the Second-Year Communication Skills Program. ED 110 511
- "Executive Summary of the 1973-74 Michigan Cost Effectiveness Study." ED 110 560
- The Impact of Non-Traditional Educational Services Upon Learners Having Special Educational Requirements. A Follow-Up Study of Urban Educational Center Students. ED 109 495
- The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1972-73 Program Year. ED 109 872
- The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year. ED 109 873
- Objectives, Effective Programs, and Pupil Achievement in the Area of Reading Instruction. ED 109 648//
- Parent Evaluation Form Summary - 1970 Summer Reading Program. ED 109 631
- A Report on the Mark Twain Staff Development Institute: July 1, 1971 to January 14, 1972. ED 109 871
- The World Is Your Museum. Final Evaluation Report. ED 110 367
- Program Evaluation**
- Area Agent Staffing Compared With County-Only Staffing in the Cooperative Extension Service in the United States. ED 109 349
- Assessment of Cooperative Education by Former Students and Participating Employers. [Indiana]. ED 109 414
- An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 424
- An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 425
- A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45. ED 109 404
- Consolidated Monitor and Review. Maxi II Report. ED 109 820
- Cooperative Education Planning Study: Final Report. ED 109 511
- The Development and Evaluation of an Alternative High School: A Report on S. E. E. (School of Experiential Education). Phase I. ED 109 831
- The Development of a Self-Study Model for Non-Traditional Institutions. ED 109 970
- The Development of Classroom Observation Procedures for Evaluating Training. ED 110 516
- Early Childhood Education. First Annual Evaluation Report 1973-74. ED 110 168
- The Effectiveness of Postsecondary Opportunity Programs for the Disadvantaged: A Report of a Research Study Conducted by the Office of Higher and Professional Education. ED 110 547
- The Effect of the DISTAR Instructional System: An Evaluation of the 1973-1974 Title I Program of Winthrop, Massachusetts. ED 110 170
- The Effect of the DISTAR Instructional System: An Evaluation of the 1972-1973 Title I Program of Winthrop, Massachusetts. ED 110 171
- Evaluating Occupational Education and Training Programs. ED 109 449//
- Evaluation and Research on Experience-Based Career Education at Far West School. ED 110 499
- Evaluation in a Management by Objectives System. ED 110 459
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 513
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 514
- Evaluation of Career Education in Dallas. ED 110 491
- Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975. ED 110 141
- An Evaluation of Five Drug Abuse Education Projects. Parts I and II. Final Report, March 1973-1974. ED 109 575//
- Evaluation of the 1973-1974 Issaquah Re-Entry Program.

- ED 110 584
Evaluation of the Chinatown Youth Services and Coordinating Center.
- ED 110 562
Evaluation of the First-Year Communication Skills and Instructional Concepts Programs.
- ED 110 510
Evaluation of the Second-Year Communication Skills Program.
- ED 110 511
An Evaluation of Vocational Exemplary Projects; Part D Vocational Education Act Amendments of 1968. Executive Summary and Final Report.
- ED 109 475
An Evaluation Report of Project INTERACT: A Teacher Inservice Training Course on Career Education Using Two-Way TV in Texas to Several Groups Simultaneously.
- ED 110 076
Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged. Technical Report.
- ED 110 536
An Exemplary Program for Career Education: Interim Report.
- ED 109 302
Experience-Based Career Education, Appalachia Educational Laboratory. Interim Evaluation Report, March 15, 1974.
- ED 109 497
Experience-Based Career Education, Appalachia Educational Laboratory. Final Evaluation Report, September 30, 1974.
- ED 109 498
Follow-Up Study of Vocational Office Education Graduates of Springfield [Tennessee] High School: Final Report.
- ED 109 397
A Four-Year Follow-Up Study of the Forty-One Graduates—Class of 1971 of the Jackson County [Iowa] Adult Evening High School Completion Program.
- ED 109 466
French in Africa: A Guide to the Teaching of French as a Foreign Language. Unesco Source Books on Curricula and Methods.
- ED 109 931//
FY 1973 Evaluation Report for the Research for Better Schools Employer-Based Career Education Model.
- ED 109 496
An Ideal Evaluation Design in a Public School Setting: Or Where are You Campbell and Stanley Now That We Need You?
- ED 110 485
Implementing Mini Programs for Middle School Gifted Students. Parts 1-4.
- ED 109 846
An Inventory of ESEA Title III Projects, FY 1974 [Delaware].
- ED 110 572
Issues in Program Evaluation Research in State Rehabilitation Agencies: A Symposium Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 11, 1974).
- ED 110 507
Local Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education.
- ED 110 556
Music and the Disadvantaged: A Teaching-Learning Project with Headstart Teachers and Children. Final Report.
- ED 110 165
A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3.
- ED 109 594
Pacesetters 1973 Evaluation: Idaho Emphasis, Title III ESEA.
- ED 110 570
Parent Evaluation Form Summary - 1970 Summer Reading Program.
- ED 109 631
The Pennsylvania Research in Infant Development and Education Project: A Five Year Perspective.
- ED 110 181
The Planning of Practice: Who Does What To Whom?
- ED 109 748
Post Secondary Programs for the Deaf: V. Follow-Up Data Analysis. Research Report No. 79.
- ED 109 862
Pre-Kindergarten Program Evaluation.
- ED 110 190
Program Fair Evaluation—Summative Appraisal of Instructional Sequences with Dissimilar Objectives.
- ED 110 514
Project RFD: Report of External Evaluation Team.
- ED 109 327
Project to Teach Educationally Disadvantaged Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children.
- ED 109 491
A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V. Phase II—Final Report.
- ED 109 336
A Report on the Development of Vocational Programs for Exceptional Children.
- ED 109 854
SEA Management of Compensatory Education Programs: A Multi-State Project. Final Report.
- ED 110 555
Skyline Wide Educational Plan. Final Evaluation Report 1973-1974.
- ED 109 761
State Education Agency Self Analysis Instrument for ESEA Title I. SEA Management of Compensatory Education.
- ED 110 557
The Status of Career Education.
- ED 109 384
Systematic, Cooperative Evaluation.
- ED 110 467
Task Force on Responsible Decisions about Alcohol, Interim Report Number 1. Summary, Technical Document, and Reports on Working Conferences.
- ED 109 535
Teacher Reaction to ICP Quality Assurance Procedures.
- ED 110 517
Title I in Ohio: Ninth Annual Evaluation, Title I Elementary and Secondary Education Act, Fiscal Year 1974.
- ED 110 558
Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74.
- ED 109 933
Toward an Evaluation of Individually Guided Education.
- ED 110 508
A Two-Year Evaluation of the Comparative Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.
- ED 110 187
The Uses of Regional Agencies in the Analysis of Dissemination of Innovations.
- ED 109 499
What Are the Essential Characteristics of the Effective Early Education Programs?
- ED 110 197
The World Is Your Museum. Final Evaluation Report.
- ED 110 367
- Program Guides**
Enrollment and Facilities Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.
- ED 109 762
Faculty Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.
- ED 109 763
Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.
- ED 109 764
Food Management System—Daily Production Reports: General Description and Users Guide. Project SIMU-School: Dallas Component.
- ED 109 766
Guide for Implementing Career Education; Bingham County Developmental Career Education K-12.
- ED 109 481
Guide for Planning K-6 Physical Education Programs.
- ED 110 450
Guidelines for Elementary and Secondary Physical Education Programs.
- ED 110 449
Registration Management System: General Description and Users Guide. Project SIMU-School: Dallas Component.
- ED 109 765
- Program Improvement**
New England Instructional Television Research Center (NETREC).
- ED 109 981
What Are the Essential Characteristics of the Effective Early Education Programs?
- ED 110 197
- Programing**
MONIFORMS as Authoring Aids for the PLATO IV CAI System.
- ED 110 030
Programmers and Dissolve Controls for Multi-Image Presentations.
- ED 109 984
- Programing (Broadcast)**
ACTfact; A History and Chronology of Action for Children's Television.
- ED 109 989//
Channeling Children: Sex Stereotyping in Prime-Time TV.
- ED 110 068//
- Programing Languages**
MONIFORMS as Authoring Aids for the PLATO IV CAI System.
- ED 110 030
- Program Planning**
Chicano Education and the National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.
- ED 110 260
Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged. Technical Report.
- ED 110 536
Guide for Planning K-6 Physical Education Programs.
- ED 110 450
Kindergarten Handbook.
- ED 109 751
Massachusetts Long-Range Program Under Library Services and Construction Act (P.L. 91-600).
- ED 109 995
The Planning of Practice: Who Does What To Whom?
- ED 109 748
PPBS and Indiana Schools: A Manual for Operationalizing PPBS.
- ED 109 771
State Plan for Special Education and Services.
- ED 109 851
Tutor-Trainers' Resource Handbook; Part A—Reading Directors' Organizational Guidelines, Part B—Tutor-Trainers' Guidelines, and Part C—Teacher-Orientation Guidelines.
- ED 109 645
Values and Desiderata of the Cultural Exchange Program with Romania.
- ED 109 912
What Are the Essential Characteristics of the Effective Early Education Programs?
- ED 110 197
- Program Proposals**
Disseminating Information on Proposal Development and Supportive Services Pertaining to Government Funded Programs.
- ED 109 821
Proposal Presented for Consideration for Funding [for National Center for the Study of Black Family Life.]
- ED 110 559
- Project Applications**
Staff Development for Program Consolidation.
- ED 109 819
- Project Focus**
Vocational Plans of Full-Time Community and Junior College Students, Fall 1970.
- ED 110 118
- Project Follow Through Planned Variation Program**
Classroom Processes Related to Absence Rate.
- ED 110 199
Relationships Between Classroom Instructional Practices and Child Development.
- ED 110 200
- Project Head Start**
Music and the Disadvantaged: A Teaching-Learning Project with Headstart Teachers and Children. Final Report.
- ED 110 165

Project PRIMES

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Instrument to Evaluate Standards I and II of the Minimum Standards for Ohio Elementary Schools: Statutory Requirements Organization and Administration.

ED 110 470

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III School/Community Relations Evaluation Instrument.

ED 110 471

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Creative Arts and Physical Education Evaluation Instrument.

ED 110 472

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Social Studies Evaluation Instrument.

ED 110 473

Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Language Arts Evaluation.

ED 110 474

Project STITE

Scientific and Technical Information Transfer for Education (STITE). Research Report No. 4.

ED 110 016

Project Training Methods

Transfer and Use of Training Technology: A Model for Matching Training Approaches with Training Settings. Technical Report No. 74-24.

ED 109 489

Promotion (Occupational)

Career Progression Systems for a Multi-Plant Manufacturing Corporation; Final Report.

ED 109 341

Pronouns

Naming and Address in Afghan Society.

ED 109 915

Some Semantic Properties of Romanian Interrogatives: "Care" and "Cine."

ED 109 906

Three Ways to Say "You", Among Other Pronouns.

ED 109 913

Pronunciation

Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination.

ED 109 666

Property Taxes

Property Tax Laws of Texas. A Summary.

ED 109 779//

Psychiatric Services

Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings.

ED 109 726

Psychiatry

Computer-Assisted Education System for Psychopharmacology.

ED 110 022

Psychoeducational Processes

The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1972-73 Program Year.

ED 109 872

The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year.

ED 109 873

A Report on the Mark Twain Staff Development Institute: July 1, 1971 to January 14, 1972.

ED 109 871

Psycholinguistics

Contextual Constraints on Ambiguous Word Recognition.

ED 109 936

Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language-English to German).

ED 109 887

Semantic Primacy in First and Second Language Acquisition.

ED 109 924

Written Language of the Hearing Impaired - Deviant, Delayed, or Different.

ED 109 917

Psychological Needs

Subjective Elements of Well-Being: The OECD Social Indicator Development Programme. Papers Presented at a Seminar of the Organisation for Economic Co-operation and Development (Paris, May 15-17, 1972).

ED 110 371

Psychological Patterns

Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography.

ED 110 532

An Introduction to Applications of Biofeedback Training in Counseling.

ED 109 554

Psychological Studies

Cognitive Development in Young Children: A Report for Teachers.

ED 110 167

Social Development in Young Children: A Report for Teachers.

ED 110 166

What Does it Take to be Bilingual or Bidialectal.

ED 110 537

Psychological Tests

Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children.

ED 109 572

Time Orientation of Young Male First Offenders as a Function of Period of Imprisonment and Race. Criminal Justice Monograph Volume VI, Number 1.

ED 109 571

Psychomotor Skills

Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations.

ED 109 346

Motor Performance Age and Race Differences between Black and Caucasian Boys Six to Nine Years of Age.

ED 110 415

Psychophysiology

An Introduction to Applications of Biofeedback Training in Counseling.

ED 109 554

Psychotherapy

Developing Individualized Behavior Change Goals with Clients: A Procedure.

ED 109 549

Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.

ED 109 570

Public Access

Public Access; Public Interest. The Network Project. Notebook Number 11.

ED 109 988//

Public Affairs Education

Public Access; Public Interest. The Network Project. Notebook Number 11.

ED 109 988//

Publications

Black Magazines: An Exploratory Study.

ED 109 700

Selected References in Educational Planning. Part 2: A Supplement. Research Report No. 21(A).

ED 109 758

Public Facilities

1972-73 Instructional Expenditures Study.

ED 109 948

Public Health

Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. Attachment 8. Preventive Medicine QPCB Task Sort for Environmental Health.

ED 110 292//

Public Libraries

Local History: A Handbook for the Collection, Preservation, and Use of Local History Materials.

Planning Audiovisual Services in Public Libraries.

ED 110 055

Practical Applications in Performance Measurements.

ED 110 005

A Study of Minnesota Public Library Services: Costs and Implications. Final Report.

ED 110 064

Television and the Public Library: A Study of the State of the Art as Revealed by Library Literature.

ED 110 061

ED 110 014

Public Policy

HEW Mega-Proposal. Policy Analysis, Vol. 1, No. 2.

ED 110 356//

Implementing Child Development Programs. Report of an August 1974 National Symposium. Early Childhood Report No. 10.

ED 110 161

Language Planning in Modern India.

ED 109 894//

MIT Research Program on Communications Policy; First Annual Report.

ED 109 991

Public Access; Public Interest. The Network Project. Notebook Number 11.

ED 109 988//

Public Relations

An Address Given to American Library Trustee Association.

ED 110 062

Home Economist Image Study: A Qualitative Investigation.

ED 109 471

Public Schools

Estimation des Clientèles Scolaires des Resaux Public et Prive Quebec et Regions Administratives Scolaires 1974-75 a 1978-79. Documents Demographique Scolaire 9-35 (Estimation of Students in Public and Private Systems of Quebec and School Administrative Regions 1974-75 to 1978-79. Scholastic Demographic Document 9-35).

ED 109 795

Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).

ED 109 842

Some Antecedents to Compulsory School Attendance.

ED 109 805

Public School Systems

An Ethnographic Model for Researching the Public Schools.

ED 110 363

Public Support

The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74.

ED 110 194

Public Television

The People Look at Public Television, 1974.

ED 110 001//

Publishing Industry

Index to Producers and Distributors (Non-Book Media). Third Edition.

ED 110 093//

Publishing: Alternatives and Economics.

ED 110 057

Puerto Rican Culture

Cultural Awareness: Learning Your Way Around a New Culture. Revised.

ED 109 547

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.

ED 110 586

Puerto Rican History, Civilization, and Culture: A Mini-Documentary.

ED 109 902

Puerto Ricans

Auditory Discrimination and Reading Achievement of Puerto Rican Spanish-Speaking First-Grade Students.

ED 109 635

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.

ED 110 586

Pilot Study of Puerto Rican Junior Colleges. Final Report.

ED 110 147

- Puerto Rican History, Civilization, and Culture:
A Mini-Documentary. ED 109 902

Puerto Rico

- Pilot Study of Puerto Rican Junior Colleges.
Final Report. ED 110 147

Pupil Personnel Services

- A Report of a Program for Identifying Goals
and Behavioral Objectives of Representative
Pupil Personnel Programs in the Public Schools
of Connecticut. ED 109 577

Questioning Techniques

- The Effects of Question Type and Question
Placement on Problem Solving Ability from
Prose Material. Final Report. ED 109 626

Questionnaires

- An Assessment of the Impact of the EDC
[Educational Development Center] Follow
Through Advisory Approach. ED 110 424
- An Assessment of the Impact of the EDC
[Educational Development Center] Follow
Through Advisory Approach. ED 110 425
- Career Education: A Report on a State-Funded
In-Service Education Project Conducted by the
Louisiana State University College of Education
and School of Vocational Education.
Research Report. Vol. 4, No. 4. ED 109 427
- An Evaluation of Adult Basic Education in the
State of Iowa; Volume 2: Appendix, Instru-
ments with Aggregate Responses; A Perspec-
tives Discrepancy Assessment, 1974-1975.
ED 109 514
- Experience-Based Career Education, Ap-
palachia Educational Laboratory. Interim
Evaluation Report, March 15, 1974. ED 109 497
- A Method for Obtaining Post Formal Training
Feedback: Development and Validation. Final
Report. November 1973-May 1975. ED 110 032
- Parent Evaluation Form Summary - 1970
Summer Reading Program. ED 109 631
- Project PRIMES (Progress Research in Meet-
ing Elementary Standards) ESEA Title III In-
strument to Evaluate Standards I and II of the
Minimum Standards for Ohio Elementary
Schools: Statutory Requirements Organization
and Administration. ED 110 470
- Project PRIMES (Progress Research in Meet-
ing Elementary Standards) ESEA Title III
School/Community Relations Evaluation Instru-
ment. ED 110 471
- Project PRIMES (Progress Research in Meet-
ing Elementary Standards) ESEA Title III
Creative Arts and Physical Education Evalua-
tion Instrument. ED 110 472
- Project PRIMES (Progress Research in Meet-
ing Elementary Standards) ESEA Title III Social
Studies Evaluation Instrument. ED 110 473
- Project PRIMES (Progress Research in Meet-
ing Elementary Standards) ESEA Title III Lan-
guage Arts Evaluation. ED 110 474

Questions

- The Acquisition of Questions in Texas Spanish:
Age 2 - Age 5. ED 109 890

Race Relations

- Transracial Adoption Today: Views of Adopt-
ive Parents and Social Workers. ED 110 188
- Vicarious Attitude Change and the Design of
"Message" Films: Application to Race Rela-
tions. ED 110 074

Racial Attitudes

- Transracial Adoption Today: Views of Adopt-
ive Parents and Social Workers. ED 110 188

Racial Differences

- Bibliography: Equal Educational Opportunity:
Myth or Reality? ED 110 538
- Distribution of Teachers and Professionals to
Students in the Tri-County Area and Statewide.
ED 110 530
- Matching Factors of Vocational Interests by
Grade, Sex, and Race. ED 110 483
- Motor Performance Age and Race Differences
between Black and Caucasian Boys Six to Nine
Years of Age. ED 110 415
- Self-Perception, Socio-Economic Status and
Related Variables in Black, Mexican-American
and White Youths. ED 109 585

Racial Distribution

- Racial and Ethnic Survey '74-'75. ED 110 580

Racial Factors

- Time Orientation of Young Male First Offen-
ders as a Function of Period of Imprisonment
and Race. Criminal Justice Monograph Volume
VI, Number 1. ED 109 571

Racial Integration

- Education for Whom? The Question of Equal
Educational Opportunity. ED 110 564//
- Testimony of the Chancellor, Board of Educa-
tion, City of New York. ED 110 561

Racism

- Roots: An Asian American Reader. ED 110 565//

Radar

- The Use of Radar Imagery in Climatological
Research. Resource Paper No. 21. ED 110 347//

Radiation

- Job Analysis Techniques for Restructuring
Health Manpower Education and Training in
the Navy Medical Department. Attachment 1.
Radiation QPCB Task Sort for Radiation. ED 110 285//

Radio

- Public Access; Public Interest. The Network
Project. Notebook Number 11. ED 109 988//
- Sources of Broadcast Audio Programming. ED 109 724
- Strengthening Toward Career Decisions. ED 109 304

Rating Scales

- Assessment of Student Attitudes. ED 110 501//
- The Attitudes Toward Feminist Issues Scale: A
Validation Study. ED 109 544
- The Development of Classroom Observation
Procedures for Evaluating Training. ED 110 516
- Differential Imagery Ratings Using Nouns,
QMI, Prose and Induced Encoding Strategy. ED 110 479
- Trainable Mentally Retarded Individual
Behavioral Assessment Guide (BAG). ED 109 848

Ravens Progressive Matrices

- Cognitive Abilities and Strategies in Children's
Paired-Associative Learning. Report from the
Project on Children's Learning and Develop-
ment. Technical Report No. 315. ED 109 566

Reactive Behavior

- Reactivity to Home Observation: A Com-
parison of Audio Recorded Behavior with Ob-
servers Present or Absent. ED 110 506

Readiness

- Assessing Young Children. ED 110 469

Reading

- Suggested Activities for Teaching Reading
through the Newspaper. ED 109 616

- Theme: The Twenty-seventh Annual School Vi-
sion Forum and Reading Conference. ED 109 599

Reading Ability

- The Effect of Altered Syntax on Reading Per-
formance: A Study of Standard English and
Black English Speaking Second Grade Chil-
dren. ED 109 649//
- A Model of Developmental Phoneme Dif-
ferentiation Ability. ED 109 705
- Reading and Language Arts Curriculum for
Minority Groups: An Annotated Bibliography
of Doctoral Dissertations. Doctoral Research
Series No. 13. ED 110 593
- Using the Cloze and Sight Vocabulary to
Develop a Group Informal Reading Inventory. ED 109 627

Reading Achievement

- Auditory Discrimination and Reading Achieve-
ment of Puerto Rican Spanish-Speaking First-
Grade Students. ED 109 635
- The Effect of the DISTAR Instructional
System: An Evaluation of the 1973-1974 Title I
Program of Winthrop, Massachusetts. ED 110 170
- The Effect of the DISTAR Instructional
System: An Evaluation of the 1972-1973 Title I
Program of Winthrop, Massachusetts. ED 110 171
- Objectives, Effective Programs, and Pupil
Achievement in the Area of Reading Instruc-
tion. ED 109 648//
- Reading Achievement in the United States:
Then and Now. ED 109 595
- Reading and School Achievement-Cognitive
and Affective Influences; Selected Readings
from the 8th Annual Spring Reading Con-
ference at Rutgers University. ED 109 617//
- Visual Aptitude as it Relates to Student
Achievement in Reading and Mathematics. ED 110 332//

Reading by Patterns A Programmed Guide

- Remedial Reading: -- a Dialect-Free Alterna-
tive; Three Studies. ED 109 622

Reading Comprehension

- Comparison of Form Class Usage in Children's
Speech and the Mod 2 Kindergarten
Storybooks. ED 109 674
- Effect of Interest in Material on Sex Dif-
ferences in Reading Comprehension. Final Re-
port. ED 109 610
- The Evaluation of a Test of Literary Judgment
for Use with Community College Students and
Its Use as a Stimulus for Written Responses
and Classroom Discussion. ED 109 693//
- Extended Notions of Grammar and Reading
Comprehension. ED 109 621
- Extending High School Equivalency Reading
Skills; Part 1: Literature. ED 109 660
- Some Factors Involved in the Comprehension
of Prose Materials. ED 109 667
- Syntax Considerations in Stories for Beginning
Readers. ED 109 606
- A Taped Echoic Response Method with Seg-
mented Print for Poor Readers in Secondary
School. ED 109 661
- Teaching Comprehension Skills. ED 109 634
- TESL Applications of the Cloze Procedure: An
Annotated Bibliography. ED 109 922

Reading Development

- Learning to Read, Reading to Learn;
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Regional Reading Conference (2nd, Victoria,
B.C., 1973). ED 109 638

- Prereading Skills: Theoretical Foundations and Practical Applications. ED 109 663
- Story Specifications for the Second Year of the SWRL Reading Program. ED 109 593
- Reading Diagnosis**
- A Comparison of Various Measures of Intelligence with the WISC among Disabled Readers. ED 109 653
- Reading Difficulty**
- A Comparison of Various Measures of Intelligence with the WISC among Disabled Readers. ED 109 653
- Reading Improvement**
- Improved Education: Total Commitment of All Concerned People in the Communities of Greensboro, Woodbury, and Hardwick, Vermont; Rural School Development Project. ED 109 598
- Reading for Progress; A Conference on Perspectives of and Recommendations for Countering Reading Problems in Hawaii County (Waiakea Village Resort, March 8, 1975). ED 109 612
- Reading Improvement Program. ED 109 596
- Reading Instruction**
- Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11. ED 109 609
- The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition. ED 109 604
- The Essential Skills Program: Brief History and Future Plans. ED 109 605
- Evaluation of an Objective-Based Curriculum in Word Attack. ED 109 665
- Evaluation of Learning in Language Arts Vernacular Instruction. ED 109 934
- Learning to Read, Reading to Learn; Proceedings from the Transmountain Far West Regional Reading Conference (2nd, Victoria, B.C., 1973). ED 109 638
- A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3. ED 109 594
- Prereading Skills: Theoretical Foundations and Practical Applications. ED 109 663
- Prereading/Word Attack Fit Study. Technical Report No. 342. ED 109 618
- Quantity and Quality of Instruction: Empirical Investigations. ED 110 417
- Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRL Reading Program. ED 109 592
- Reading for Progress; A Conference on Perspectives of and Recommendations for Countering Reading Problems in Hawaii County (Waiakea Village Resort, March 8, 1975). ED 109 612
- Reading Improvement Program. ED 109 596
- Rx Prescription for Teacher Preparation in Reading Instruction. ED 109 597
- Story Specifications for Mod 2 Third-Year and Fourth-Year Reading. ED 109 608
- Story Specifications for the Second Year of the SWRL Reading Program. ED 109 593
- Teaching Comprehension Skills. ED 109 634
- Teaching Reading to the Culturally Disadvantaged: A Selected Annotated Bibliography. ED 109 658
- Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200. ED 109 662
- Theme: The Twenty-seventh Annual School Vision Forum and Reading Conference. ED 109 599
- "The Wisconsin Design for Reading Skill Development": Study Skills; A Report on the Type I Field Test, 1971-1973. Part 1 and 2. ED 109 668
- Toward Validating Reading Teacher Competencies. ED 109 654
- Tutoring Resource Handbook for Teachers; A Guide for Teachers Who Are Working with Volunteer Reading Tutors. ED 109 643
- Tutors' Resource Handbook; Assessment Items and Sample Lessons. ED 109 644
- Tutor-Trainers' Resource Handbook; Part A--Reading Directors' Organizational Guidelines, Part B--Tutor-Trainers' Guidelines, and Part C--Teacher-Oriented Guidelines. ED 109 645
- Values Strategies in the Teaching of Reading. ED 109 659
- Reading Interests**
- Effect of Interest in Material on Sex Differences in Reading Comprehension. Final Report. ED 109 610
- Reading Materials**
- Charlie's Lost. ED 109 898
- Interaction: Research and Practice for College-Adult Reading. Twenty-Third Yearbook of the National Reading Conference. ED 109 601//
- Parental Use of Household Literature to Reinforce Secondary School Reading Instruction. ED 109 615//
- Poesias Infantiles (Children's Poems). ED 109 900
- Reading Material Selection**
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- Story Specifications for Mod 2 Third-Year and Fourth-Year Reading. ED 109 608
- Reading Processes**
- Children's Recognition of Phonemes in a Word Context. ED 109 652
- The Effects of Question Type and Question Placement on Problem Solving Ability from Prose Material. Final Report. ED 109 626
- Optimal Mixtures of Test Types in Paired-Associate Learning (Sensory Information Processing). Final Report. ED 109 625
- Word Association in Connected Discourse. ED 109 602
- Reading Programs**
- 1970 Tryout of the Summer Reading Program: Preliminary Report. ED 109 632
- A Comparison of the Mod 3 Entry Lexicon with Two Lexicons of Black Kindergarten Children. ED 109 686
- Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3. ED 109 642
- Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11. ED 109 609
- Development of Teacher-Administered Tests for the SWRL Reading Program. ED 110 513
- [Education Task Force Recommendations to Improve Reading and Communication Skills.] Revised. ED 110 529
- The Essential Skills Program: Brief History and Future Plans. ED 109 605
- "Executive Summary of the 1973-74 Michigan Cost Effectiveness Study." ED 110 560
- A National Field-Test of Selected Programmed Reading Materials for Undereducated Adults. Center Research Monograph No. 3. ED 109 594
- Objectives, Effective Programs, and Pupil Achievement in the Area of Reading Instruction. ED 109 648//
- An Overview: Purposes and Programs. ED 109 444
- Parent Evaluation Form Summary - 1970 Summer Reading Program. ED 109 631
- Prereading/Word Attack Fit Study. Technical Report No. 342. ED 109 618
- Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRL Reading Program. ED 109 592
- Reading for Progress; A Conference on Perspectives of and Recommendations for Countering Reading Problems in Hawaii County (Waiakea Village Resort, March 8, 1975). ED 109 612
- Reading Improvement Program. ED 109 596
- Reading Skills Development: An Instructional Module. ED 109 591
- Sequenced Contractions and Abbreviations for Model 2 Reading. ED 109 607
- Story Specifications for Mod 2 Third-Year and Fourth-Year Reading. ED 109 608
- Syntax Considerations in Stories for Beginning Readers. ED 109 606
- Tutoring Resource Handbook for Teachers; A Guide for Teachers Who Are Working with Volunteer Reading Tutors. ED 109 643
- Reading Readiness**
- Development of the California Entry Level Test: Construct Validity of the Subtests. ED 110 520
- Factors of Reading Readiness. ED 109 647//
- Learning to Read, Reading to Learn; Proceedings from the Transmountain Far West Regional Reading Conference (2nd, Victoria, B.C., 1973). ED 109 638
- Prereading Skills: Theoretical Foundations and Practical Applications. ED 109 663
- Prereading/Word Attack Fit Study. Technical Report No. 342. ED 109 618
- Teacher's Guide to Accompany "Read and Tell I," "Read-It-Yourself 1, Book A," "Read-It-Yourself 1, Book B," "Do-It-Yourself 1." ED 110 177//
- Reading Research**
- The Abstraction of Linguistic Ideas in "Meaningless" Sentences. ED 109 637
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Final Report with Appendixes A, B, and C. ED 109 650
- Adult Functional Reading Study; Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Supplement to Final Report. ED 109 651
- Advanced Organizers, Age, and the Recall of Relevant Versus Irrelevant Thematic Information. ED 109 619
- Assessment of Subskills Related to Novel Word Decoding. ED 109 633
- Comparison of Form Class Usage in Children's Speech and the Mod 2 Kindergarten Storybooks. ED 109 674
- A Comparison of Various Measures of Intelligence with the WISC among Disabled Readers. ED 109 653
- Confusability of Consonant Phonemes in Sound Discrimination Tasks. ED 109 629

The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills.

ED 109 614//

The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota.

ED 109 613//

The Effects of Question Type and Question Placement on Problem Solving Ability from Prose Material. Final Report.

ED 109 626

The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition.

ED 109 604

The Essential Skills Program: Brief History and Future Plans.

ED 109 605

Factors of Reading Readiness.

ED 109 647//

Interaction: Research and Practice for College-Adult Reading. Twenty-Third Yearbook of the National Reading Conference.

ED 109 601//

Kindergarten Children's Discrimination and Production of Phonemes in Isolation and in Words.

ED 109 630

Objectives, Effective Programs, and Pupil Achievement in the Area of Reading Instruction.

ED 109 648//

Parental Use of Household Literature to Reinforce Secondary School Reading Instruction.

ED 109 615//

Planning Research on Learning: An Example in Reading.

ED 109 655

Preschool Children's Recognition of Phonemes in a Word Context.

ED 109 646

Reading Achievement in the United States: Then and Now.

ED 109 595

A Study of Young Black Children's Receptive and Productive Language and Reading Competence in Standard English Grammatical Forms. Final Report.

ED 109 611

A Taped Echoic Response Method with Segmented Print for Poor Readers in Secondary School.

ED 109 661

Toward Validating Reading Teacher Competencies.

ED 109 654

Transfer of Mixed Word Identification Training to a Reading Context.

ED 109 657

Using the Cloze and Sight Vocabulary to Develop a Group Informal Reading Inventory.

ED 109 627

The Young Child's Comprehension of Relative Clauses.

ED 109 600

Readings (Collections)

Fugitive Essays and Other Papers: 1973-74.

ED 109 395

A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education. Writings of Graduate Students: II.

ED 109 432

Reading Skills

1970 Tryout of the Summer Reading Program: Preliminary Report.

ED 109 632

The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children.

ED 109 649//

The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition.

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Parental Use of Household Literature to Reinforce Secondary School Reading Instruction.

ED 109 615//

Prereading/Word Attack Fit Study. Technical Report No. 342.

ED 109 618

Preschool Children's Recognition of Phonemes in a Word Context.

ED 109 646

Reading Achievement in the United States: Then and Now.

ED 109 595

Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200.

ED 109 662

"The Wisconsin Design for Reading Skill Development": Study Skills; A Report on the Type I Field Test, 1971-1973. Part I and 2.

ED 109 668

Toward Validating Reading Teacher Competencies.

ED 109 654

Reading Tests

Adult Functional Reading Study: Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Final Report with Appendices A, B, and C.

ED 109 650

Adult Functional Reading Study: Project 1: Targeted Research & Development Reading Program Objective, Sub-parts 1, 2, and 3. Supplement to Final Report.

ED 109 651

Development of Teacher-Administered Tests for the SWRL Reading Programs.

ED 110 513

The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills.

ED 109 614//

Evaluation of the Second-Year Communication Skills Program.

ED 110 511

Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRL Reading Program.

ED 109 592

Using the Cloze and Sight Vocabulary to Develop a Group Informal Reading Inventory.

ED 109 627

Real Estate

Real Estate Education in Community Colleges: The Texas Experience.

ED 109 415

Realism

Literature for the Adolescent Reader--An Explosion of Reality.

ED 109 636

Recall (Psychological)

Content and Structure in Learning.

ED 110 515

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Records (Forms)

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ED 109 983

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ED 109 803

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ED 109 485//

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ED 109 883

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Reinforcement

Differential Covert Conditioning: A Replication of a Study by Epstein and Peterson.

ED 110 482

The Effects of Manipulated Self-Evaluation and Model Performance on Imitation and Incentive Reproduction of Novel and Self-Reinforcing Behavior.

ED 109 579

Relative Clauses

The Young Child's Comprehension of Relative Clauses.

ED 109 600

Relevance (Education)

Values and the Search for Self.

ED 110 435

Relevance (Information Retrieval)

Graduate Follow-Up Studies: How Useful Are They?

ED 109 431

Reliability

Stability of Nominal Categories Over Readers, Over Time.

ED 110 494

Religious Cultural Groups

Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture.

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Relocation

Contributions to a Comprehensive Health Manpower Strategy.

ED 109 333//

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ED 110 244

Remedial Programs

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ED 110 133

Remedial Reading

Parental Use of Household Literature to Reinforce Secondary School Reading Instruction.

ED 109 615//

Remedial Reading: -- a Dialect-Free Alternative; Three Studies.

ED 109 622

Some Factors Involved in the Comprehension of Prose Materials.

ED 109 667

A Taped Echoic Response Method with Segmented Print for Poor Readers in Secondary School.

ED 109 661

Remedial Reading Programs

The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota.

ED 109 613//

Research

Altruism and Rivalry: An Analysis of Age and Sex Differences.

ED 110 201

A Comparison of Three Instructional Approaches Using Manipulative Devices in Third Grade Mathematics.

ED 110 331//

Computer-Assisted Instruction: Potential for College Level Instruction and Review of Research.

ED 110 042

The Construction and Validation of an Objective Formal Reasoning Instrument.

ED 110 335//

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ED 110 342

Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games.

ED 109 986

The Effects of Four Instructional Strategies on the Learning of a Geometric Concept by Elementary and Middle School EMR Students.

ED 110 334//

The Effects of Two Variables on the Problem Solving Abilities of First Grade and Second Grade Children.

ED 110 333//

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ED 110 328//

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Some Characteristics of High- and Low-Achieving Seventh Grade Black Students in Mathematics.

ED 110 330//

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ED 110 309//

Study to Determine the Requirements for an Experimental Training Simulation System.

ED 110 034

Visual Aptitude as it Relates to Student Achievement in Reading and Mathematics.

ED 110 332//

Research and Development Centers

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Research Coordinating Units

Planning Research on Learning: An Example in Reading.

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Research Criteria

Curriculum and Teaching: An Un-American View.

ED 110 420

Research Design

Adapting Institutional Research to Changing Student Populations.

ED 110 120

Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11.

ED 109 609

An Ethnographic Model for Researching the Public Schools.

ED 110 363

Planning Research on Learning: An Example in Reading.

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Research Directors

Adapting Institutional Research to Changing Student Populations.

ED 110 120

Research Methodology

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ED 109 733

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ED 110 206

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ED 110 420

Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged. Technical Report.

ED 110 536

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ED 110 463

Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks.

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Research Needs

Adapting Institutional Research to Changing Student Populations.

ED 110 120

Priorities for Research on Concepts Related to Function Words.

ED 109 701

Social Science Research on Population and Development.

ED 110 389

Why Children Fail in First Grade in Rio Grande do Sul: Implications for Policy and Research.

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Research Problems

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ED 110 147

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Future Opportunities for Foundation Support. IFF Report R-11.

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Research Proposals

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Research Reviews (Publications)

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ED 110 441

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Research Utilization

Administrator Preparation Programs as Knowledge Utilizers.

ED 109 746

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ED 110 421

Residential Colleges

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- Residential Patterns**
The New Urban Community: Mutual Relevance of the Social and Physical Environment. ED 109 960
Teaching of Languages to Migrant Workers (Toulouse, France). ED 110 566
ED 110 224//
- Resource Allocations**
A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C." ED 110 592//
Distribution of Teachers and Professionals to Students in the Tri-County Area and Statewide. ED 110 530
A Quest for Equal Education Opportunity in a Major Urban School District: The Case of Washington, D.C.; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C." ED 110 590
World Resources; 1975-76 National High School Debate and Discussion Resource Materials. ED 109 714//
World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated. ED 109 712
- Resource Centers**
The Career Resource Center. ED 109 590
A Counseling Bureau Resource Center for Visually Handicapped Students. ED 109 557
Supporting the Learning Teacher; A Source Book for Teacher Centers. ED 110 446//
- Resource Guides**
Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials. ED 109 430
Career Education: The State of the Scene. ED 109 402
Commercial Airlines and Airports; Careers in Transportation. Grades 3 and 4. Teachers Resource Guide. ED 109 439
DWI [Driving While Intoxicated] Law Enforcement Training Project; Evaluation Aids Packet and Media Log. ED 109 441
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Index to Educational Audio Tapes. Third Edition. ED 110 088//
Index to Educational Records. Third Edition. ED 110 089//
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- Resource Materials**
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EPDA Middle School Career Education Institutes: Final Evaluation Report. ED 109 324
At Home with Children. A Resource Book for Family Day Care - Part 1. Summary Report: Educational Day Care Consultation Project - Part 2. ED 110 158
Louisiana Adult Education Staff Development Project: Training Manual. Revised Edition. ED 109 380
Materials and Methods in Adult Education. ED 110 421//
Models for Career Education in Iowa; Information Centers in Career Education. ED 109 313
Parenting in 1975: A Listing from PMIC. ED 110 156
Safety Education in the Elementary School. ED 110 192
Some Suggested References for the Busy FL Teacher. How to Make the Most of Day-to-Day Language Activities. ED 109 919
- Youth Training in the Private Sector: A Model for Implementation.** ED 109 403
- Resource Units**
Penetrating School Strata Through Career Education (Grades 7 and 8). ED 109 299
Penetrating School Strata Through Career Education (Grades K-6). ED 109 300
- Response Mode**
The Effects of Manipulated Self-Evaluation and Model Performance on Imitation and Incentive Reproduction of Novel and Self-Reinforcing Behavior. ED 109 579
- Response Style (Tests)**
Demand Characteristics of Multiple-Choice Items. ED 110 498
Memory vs. Inference: A Preliminary Study of Process-Referenced Test Items. ED 110 492
Techniques for Analyzing Test Response Data. ED 110 496
- Retarded Children**
Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children. ED 109 572
- Retarded Speech Development**
Written Language of the Hearing Impaired - Deviant, Delayed, or Different. ED 109 917
- Retention**
Advanced Organizers, Age, and the Recall of Relevant Versus Irrelevant Thematic Information. ED 109 619
The Effect of Intensive Instruction in Cue Attendance and Hypothesis Generation Upon Open Exploration Behavior of Low and High Ability Ninth Grade Students. ED 110 326//
- Retention Studies**
Word Association in Connected Discourse. ED 109 602
- Retirement**
Counseling Older Persons: Careers, Retirement, Dying. ED 109 588
- Review (Reexamination)**
A Report on the National Institute of Education/National Education Task Force de la Raza Symposium (Albuquerque, New Mexico, July 25-26, 1974). ED 110 261
- Reviewing Sources**
Reference Books for Elementary and Junior High School Libraries. Second Edition. ED 110 050//
- Revised Test of Literary Judgment**
The Evaluation of a Test of Literary Judgment for Use with Community College Students and Its Use as a Stimulus for Written Responses and Classroom Discussion. ED 109 693//
- Right to Read**
Rx Prescription for Teacher Preparation in Reading Instruction. ED 109 597
Toward A Literate Society; The Report of the Committee on Reading. ED 109 603//
- Road Construction**
Roads and Airfields I (Programed Instruction). Engineer Subcourse 64-9. ED 109 438
- Role Perception**
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Father-Son Decision-Making in Joint Farming Arrangements. ED 110 249
- Home Economist Image Study: A Qualitative Investigation.** ED 109 471
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Self Theory and the Twenty Statements Test: Some Thoughts on Its Application to Women. ED 110 397
The Status of Career Education. ED 109 384
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- Role Playing**
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- Role Theory**
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The Legitimation Function of Educational Ideas. ED 110 352
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Content Influences on Sex Differences in Performance on Aptitude Tests. ED 110 493
Digest of Federal Laws: Equal Rights for Women in Education. Report No. 61. ED 109 738
Eliminating Sex Discrimination in Schools: A Source Book. ED 109 810
A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education. ED 109 808
An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education. Report No. 70. ED 109 807
Sex Bias in School Leadership. ED 109 777//
Sex Differences in Preparing for Scientific Occupations. ED 110 341//
Sexual Inequalities and Socioeconomic Achievement in the U.S., 1962-1973. ED 110 582
That 51 Per Cent: Ford Foundation Activities Related to Opportunities for Women. ED 109 536
Title IX: Human Rights in School Sport. ED 110 452
Women in the Profession of Adult Education. ED 109 473
A Working Woman's Guide to Her Job Rights. ED 109 328
- Sex Education**
Curriculum Guide in Sex Education for the TMR. ED 109 845
- Sex Role**
Self Theory and the Twenty Statements Test: Some Thoughts on Its Application to Women. ED 110 397
Sex Role Socialization Patterns in Selected Societies. ED 109 517
Sex-Role Stereotypes and Educators' Descriptions of Mature Personality. ED 109 519
- Sex Stereotypes**
Channeling Children: Sex Stereotyping in Prime-Time TV. ED 110 068//
Eliminating Sex Discrimination in Schools: A Source Book. ED 109 810
The Impact of the Women's Rights Movement on Sexist Education and Its Implications for Vocational-Technical and Career Education. ED 109 563//
Sex Role Socialization Patterns in Selected Societies. ED 109 517
Sex-Role Stereotypes and Educators' Descriptions of Mature Personality.

- Shakespeare (William)**
Shakespeare on Film in the Classroom. ED 109 519
ED 109 682
- Shared Decision Making**
Shared Decision-Making As a Treatment Technique in Prison Management. ED 109 330
- Shared Facilities**
Joint Occupancy. ED 109 800
- Shift Studies**
The Role of Cue Familiarization in the Discrimination Performance of Retardates, Primary Students, and College Students. ED 109 520
- Short Courses**
Contemporary Films' Mini Course on Film Study. ED 109 713//
- Shreveport Clinic (1919 1923)**
Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1. ED 109 516
- Sight Method**
The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition. ED 109 604
Transfer of Mixed Word Identification Training to a Reading Context. ED 109 657
- Simulation**
B.O.P., Inc.: A Simulated Mortgage and Loan Office: Exemplary Project in Vocational Education: Student's Manual. ED 109 435
B.O.P., Inc.: A Simulated Mortgage and Loan Office: Exemplary Project in Vocational Education: Teacher's Manual. ED 109 436
A Critique of Theoretical Contributions in Instructional Communication. ED 109 719
The Development of Teaching Units for Office Education Simulated Programs for Use in the State of North Dakota. Final Report. ED 109 332
Handbook for North Dakota Vocational Office Education Teacher-Coordination. North Dakota Occupational Models. A Career Cluster Concept. ED 109 331
Selected Urban Simulations and Games. IFF Working Paper WP-4. ED 110 008
Simulation of Urban Systems: A Selected Bibliography. Working Paper No. 3. ED 110 007
Simulation: The Motivation Connection. ED 110 401
Transfer of Training with Formation Flight Trainer. ED 109 451
The Use of Simulation Models in Educational Planning: A Critical Evaluation of S. O. M. Technical Report. ED 110 044
- Simulation Models**
The Use of Simulation Models in Educational Planning: A Critical Evaluation of S. O. M. Technical Report. ED 110 044
- Simulators**
Study to Determine the Requirements for an Experimental Training Simulation System. ED 110 034
T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training. ED 109 423
- Skill Analysis**
An Analysis of Spelling Errors in the 1971 Tryout of a First Grade Spelling Component. ED 109 706
An Analysis of the Business Working Papers Typed by Beginning Office Workers. ED 109 363
Career Progression Systems for a Multi-Plant Manufacturing Corporation; Final Report. ED 109 341
- Skill Development**
Self-Control Applications to Counselor Education. ED 109 529
Supervising Paraprofessionals in Extension Programs. ED 109 538
TEACHER-ADVISORS: Where There's a Skill There's A Way. ED 109 583
Training Volunteer Court Counselors. ED 109 560
Transfer of Training with Formation Flight Trainer. ED 109 451
- Skilled Workers**
Coal Manpower Projections: 1980. Final Report. ED 109 506
- Skills**
The Improvement of Teaching with Theatrical Devices. ED 109 703
- Slavic Languages**
Priorities for the Slavic Languages. ED 109 895
- SLICE**
SLICE Office Report for the Period April 1, 1974 to June 30, 1974. ED 110 018
SLICE Office Report for the Quarters October 1, 1973 to December 31, 1973 and January 1, 1974 to March 31, 1974. ED 110 017
- Slides**
Index to Educational Overhead Transparencies. Volume 1, Subject Heading Outline, Index to Subject Headings, Subject Guide, Alphabetical Guide (A-F). Fourth Edition. ED 110 083//
Index to Educational Overhead Transparencies. Volume 2, Alphabetical Guide (G-Z), Producer/Distributor Code Section. Fourth Edition. ED 110 084//
Index to Educational Slides. Second Edition. ED 110 090//
- Small Schools**
The Rural and Small School: A Comprehensive Information Booklet. ED 110 265
- Soares and Soares Self Concept Scale**
Self-Perception, Socio-Economic Status and Related Variables in Black, Mexican-American and White Youths. ED 109 585
- Social Action**
Affirmative Action. Revised. ED 109 812
Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged. Technical Report. ED 110 536
- Social Adjustment**
Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. Project Price Working Paper No. 4. ED 109 839
Social-Emotional Effects of Day Care. Final Project Report. ED 110 164
Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level. ED 109 844
The Social Readjustment for the Remaining Partner. ED 109 555
- Social Attitudes**
Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography. ED 110 532
Community Satisfaction in a Rural Setting: Dimensionality and Correlates. Center of Applied Sociology, Working Paper RID-74.1. ED 110 266
Homogeneity of Individual Value Orientations: A Macro-Social Investigation. ED 110 349
- Public, Peer, and Professional Attitudes Toward Mentally Retarded Persons. Studies in Learning Potential-Volume 4, Number 78.** ED 109 837
Several Issues in Mental Retardation: A Needed Perspective? Working Paper No. 81. ED 109 836
Social Development and Training in School: Glimpses from Two Research Projects. Studia Psychologica et Paedagogica Series Altera, No. 24. ED 110 388
Trends in Attitudes on Political, Social, and Collegiate Issues Among College Students: The Mid-1960's to Mid-1970. ED 109 518
- Social Behavior**
Altruism and Rivalry: An Analysis of Age and Sex Differences. ED 110 201
Social Development in Young Children: A Report for Teachers. ED 110 166
- Social Change**
Family Size in Successive Generations: The Effects of Birth Order, Intergenerational Change in Lifestyle, and Familial Satisfaction. ED 110 237
Nonmetropolitan Industrial Location and the Incidence of Mental Disorder. Center of Applied Sociology, Working Paper RID 75.8. ED 110 248
Population and Social Change: A Curriculum Guide for High School Teachers. Working Copy. ED 110 396
Subjective Elements of Well-Being: The OECD Social Indicator Development Programme. Papers Presented at a Seminar of the Organisation for Economic Co-operation and Development (Paris, May 15-17, 1972). ED 110 371
Toward the Institutionalization of Change. Working Paper No. 11. ED 110 009
Toward Understanding the Social Impact of Computers. IFF Report R-29. ED 110 011
- Social Class**
Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft. ED 110 376
The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History. ED 110 395
- Social Development**
A Course of Study for the Trainable Mentally Retarded: A Guide to Curriculum Development in Elementary and Secondary Schools. ED 109 852
Manitoba's Adult Basic Education Program. ED 109 315
Social Development and Training in School: Glimpses from Two Research Projects. Studia Psychologica et Paedagogica Series Altera, No. 24. ED 110 388
Social Development in Young Children: A Report for Teachers. ED 110 166
World Citizen Responsibility: Assessment Techniques, Developmental Studies, Material Construction, and Experimental Teaching. ED 110 373
- Social Dialects**
Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks. ED 109 883
- Social Differences**
Bibliography: Equal Educational Opportunity: Myth or Reality? ED 110 538
Effects of Social Class Differences on Analogical Reasoning. Final Report. ED 109 680
- Social Discrimination**
Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the

- High School Level: A Multi-Study Analysis.**
Working Draft. ED 110 376
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Group Communication through Computers. Volume 2: A Study of Social Effects. IFF Report R-33. ED 110 013
- Social History**
Oral History for the Local Historical Society. Second Edition, Revised. ED 110 404//
A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights. ED 110 207//
The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History. ED 110 395
- Social Indicators**
Subjective Elements of Well-Being: The OECD Social Indicator Development Programme. Papers Presented at a Seminar of the Organisation for Economic Co-operation and Development (Paris, May 15-17, 1972). ED 110 371
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The New Urban Community: Mutual Relevance of the Social and Physical Environment. ED 110 566
Television as a Social Force: New Approaches to TV Criticism. ED 110 097//
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Ad Hoc Conference on the Education of Migrants: Conclusions and Recommendations (Strasbourg, France, November 5-8, 1974). ED 110 219
Migration, Adjustment, and Integration of the Indian Into the Urban Environment. ED 110 233//
- Socialization**
High Schools and the Social Relations of Production. ED 110 360
The Legitimation Function of Educational Ideas. ED 110 352
Sex Role Socialization Patterns in Selected Societies. ED 109 517
- Social Life**
Dancing as an Aspect of Early Mormon (Church of Jesus Christ of Latter-Day Saints) and Utah Culture. ED 110 412
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A Mertonian Analysis of School Deviance. ED 110 351
- Social Problems**
Task Force on Responsible Decisions about Alcohol, Interim Report Number 1. Summary, Technical Document, and Reports on Working Conferences. ED 109 535
- Social Reinforcement**
Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children. ED 109 572
- Social Relations**
High Schools and the Social Relations of Production. ED 110 360
Naming and Address in Afghan Society. ED 109 915
- Social Responsibility**
Task Force on Responsible Decisions about Alcohol. Interim Report Number 2 (A Summary). ED 110 443
- Social Science Research**
Social Science Research on Population and Development. ED 110 389
- Social Sciences**
Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology. ED 109 996//
A Comparison of the Achievement Results on a Social Science Unit by Kennedy-King College (Illinois) Students Instructed by Computer with Those Instructed by Individualized Booklets. ED 110 130
Social Studies, K-12. Program of Studies. ED 110 364
- Social Services**
Community Satisfaction in a Rural Setting: Dimensionality and Correlates. Center of Applied Sociology, Working Paper RID-74.1. ED 110 266
Social Services and the Family. ED 110 175
The Urban Native Encounters the Social Service System. ED 110 257
- Social Status**
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Social Stratification in New York City Athletic Clubs, 1865-1915. ED 110 428
- Social Structure**
Boundary Maintenance in the Urban Environment: The Papago Case. ED 110 243
High Schools and the Social Relations of Production. ED 110 360
- Social Studies**
Comparing Political Experiences. ED 110 350
Ethnic Studies as a Process of Curriculum Reform. ED 110 377
A Hawaiian Program Guide and Teacher Orientation. ED 110 368
A Means of Clarifying Terminology in Social Studies Curriculum. ED 110 383
Modern Dilemmas - Science (World History Series). ED 110 338//
Population and Social Change: A Curriculum Guide for High School Teachers. Working Copy. ED 110 396
The Problem of Citizenship Training in the Age of Aquarius. ED 110 369
Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Social Studies Evaluation Instrument. ED 110 473
Puerto Rican History, Civilization, and Culture: A Mini-Documentary. ED 109 902
Social Studies, K-12. Program of Studies. ED 110 364
A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School. ED 109 849
Topic Today. Report for 1974/75. ED 110 375
- Social Workers**
Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers. ED 110 185//
Transracial Adoption Today: Views of Adoptive Parents and Social Workers. ED 110 188
- Sociocultural Patterns**
The "Emergent Model" (Structured Inventory of a Sociocultural System) Applied to Contemporary France. ED 109 935
The Metis: Canada's Forgotten People. ED 110 208//
- Teachers and Students. Aspects of American Higher Education.** ED 109 975//
- Socioeconomic Background**
The Metis: Canada's Forgotten People. ED 110 208//
Mexican-Americans Tomorrow: Educational and Economic Perspectives. ED 110 253//
- Socioeconomic Influences**
The Importance of Politics: A Study of French Secondary School Students. Draft. ED 110 407
The Interaction Between Parent Investment in Children and Family Size: An Economic Analysis. ED 110 408
Manpower Planning, Occupational Education, and the Decision to Participate in the Labor Force. DASP Technical Paper No. 2. ED 109 418
A Mertonian Analysis of School Deviance. ED 110 351
Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft. ED 110 376
A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights. ED 110 207//
A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume II: Asian Americans. ED 110 549
- Socioeconomic Status**
Determinants of Educational Performance in Southern Brazil. ED 110 250
Education and Economic Success of Urban Spanish-Speaking Immigrants. Final Report. ED 110 578
Self-Perception, Socio-Economic Status and Related Variables in Black, Mexican-American and White Youths. ED 109 585
Sexual Inequalities and Socioeconomic Achievement in the U.S., 1962-1973. ED 110 582
The Social and Economic Status of the Black Population in the United States 1974. Current Population Reports, Special Studies, Series P-23, No. 54. ED 110 581
Status Inconsistency in Rural Areas: A Replication and Critique. ED 110 239
- Sociolinguistics**
Issues in Sociolinguistic Typology. ED 109 918
Language Planning in Modern India. ED 109 894//
Naming and Address in Afghan Society. ED 109 915
Sociolinguistics and the Language Teacher. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 12. ED 109 888
- Sonar**
The Feasibility of Generalized Acoustic Sensor Operator Training. Final Report for Period February 1974-February 1975. ED 110 035
- Sound Films**
Index to 16mm Educational Films. Volume 1, Subject Guide and Directory of Producers-Distributors. Fifth Edition. ED 110 078//
Index to 16mm Educational Films. Volume 2, Alphabetical Guide (A-L). Fifth Edition. ED 110 079//
Index to 16mm Educational Films. Volume 3, Alphabetical Guide (M-Z). Fifth Edition. ED 110 080//
- South**
Congruency of Attitudes and Status Attainment: Some Observations on Early Adult Behavior in the Non-Metropolitan South. ED 110 235
Marital Plans of Women and the Formation of Mobility-Linked Attitudes in the South. ED 110 204

272 Subject Index

South Carolina

Abstract: Fall, 1974, South Carolina Statewide Testing Program, Volume 1, Number 15.
ED 110 476

South Carolina State Library

The South Carolina State Library: July 1, 1973 Through June 30, 1974. Fifth Annual Report.
ED 109 999

Southeastern United States

Child Abuse: Some Findings from the Analysis of 1172 Reported Cases.
ED 110 174

South Korea

Educational Innovation in the Republic of Korea. Experiments and Innovations in Education, No. 12. Asian Series.
ED 109 767

Southwest

The Economic Condition of the Mexican-American.
ED 110 254//
Mexican-Americans Tomorrow: Educational and Economic Perspectives.
ED 110 253//

Space Utilization

Planning College Geography Facilities: Guidelines for Space and Equipment.
ED 110 378//

Spanish

The Acquisition of Questions in Texas Spanish: Age 2 - Age 5.
ED 109 890

Comparative Studies of Semantic Structure. Final Report.
ED 109 897

Escuchando y participando aprendo (I Learn by Listening and Participating).
ED 109 901//

Instructional Guide for the Home Tutor.
ED 109 899

Poesias Infantiles (Children's Poems).
ED 109 900

Some Suggested References for the Busy FL Teacher. How to Make the Most of Day-to-Day Language Activities.
ED 109 919

Super Me/Super Yo. A Bilingual Activity Book for Young Children [and] Guide for Parents, Teachers and Older Brothers and Sisters.
ED 109 914

A Syllabus for an Inservice Course in Applied Linguistics in Spanish.
ED 109 920

Teaching Spanish in School and College to Native Speakers of Spanish. La Enseñanza del Español a Estudiantes Hispanoparlantes en la Escuela y en la Universidad.
ED 109 879

Spanish Culture

Persons of Spanish Origin in the United States: March 1975 (Advance Report). Population Characteristics, Current Population Reports.
ED 110 255

Spanish Speaking

Auditory Discrimination and Reading Achievement of Puerto Rican Spanish-Speaking First-Grade Students.
ED 109 635

Built-In Assessment Instruments in an Instructional Program Designed for Spanish-Speaking Children.
ED 110 466

Crucigramas: Crossword Puzzles for Primary Grades.
ED 109 885

Education and Economic Success of Urban Spanish-Speaking Immigrants. Final Report.
ED 110 578

Teaching Spanish in School and College to Native Speakers of Spanish. La Enseñanza del Español a Estudiantes Hispanoparlantes en la Escuela y en la Universidad.
ED 109 879

Speaking Activities

Speaking Aids Through the Grades.
ED 109 725//

Special Education

Mainstreaming--A New Public Policy in Education.
ED 109 740

Publications of I.L.S.M.H. [International League of Societies for The Mentally Handicapped] Member Societies: General Index: 1973.
ED 109 847

State Plan for Special Education and Services.
ED 109 851

Toward Competency: A Guide for Individualized Instruction. Teacher Edition.
ED 109 755

Toward Competency: A Guide for Individualized Instruction. Student Edition.
ED 109 756

Special Education Teachers

Training of Personnel to Serve Children with Special Needs: A Report from the Cooperative Planning Consortium of Special Education Programs in the University of North Carolina.
ED 109 876

Special Libraries

Louisiana State Library Institutional Library Pilot Program. An Evaluation: November 5-27, 1974.
ED 110 060

Speech

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1 - March 31, 1975.
ED 109 722

Speech Education

Present Status of the Communication Discipline in India.
ED 109 727

Speeches

Address by the Attorney General of the United States Before the 100th Graduating Class of the FBI National Academy.
ED 109 307

Higher Education Management: An Overview.
ED 109 972

Speech Handicapped

Handbook for Speech Correction, Grades K-12. Curriculum Bulletin 1973-74, Series Number 6.
ED 109 861

Speech Instruction

Course Objectives: Secondary Language Arts.
ED 109 708

Present Status of the Communication Discipline in India.
ED 109 727

Speaking Aids Through the Grades.
ED 109 725//

Speech Therapists

Training of Personnel to Serve Children with Special Needs: A Report from the Cooperative Planning Consortium of Special Education Programs in the University of North Carolina.
ED 109 876

Speech Therapy

Handbook for Speech Correction, Grades K-12. Curriculum Bulletin 1973-74, Series Number 6.
ED 109 861

Spelling

An Analysis of Spelling Errors in the 1971 Tryout of a First Grade Spelling Component.
ED 109 706

Irregularly-Spelled Base Words and Their Derived Forms.
ED 109 702

Staff Improvement

Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428.
ED 109 306

A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V. Phase II--Final Report.
ED 109 336

Staff Development for Program Consolidation.
ED 109 819

Staff Development for the Rural Community College.
ED 110 136//

Staff Role

The Evolution of the Role of a Formative Evaluator in an R & D Setting.
ED 110 486

Staff Utilization

Area Agent Staffing Compared With County-Only Staffing in the Cooperative Extension Service in the United States.
ED 109 349

Standard Error of Measurement

Estimating the Standard Error of the Mean in Multiple Matrix Sampling When Items are Sampled With and Without Replacement.
ED 110 495

A Note on Allocating Items to Subtests in Multiple Matrix Sampling.
ED 110 519

Standardized Tests

Content Influences on Sex Differences in Performance on Aptitude Tests.
ED 110 493

Development of the California Entry Level Test: Construct Validity of the Subtests.
ED 110 520

Standard Spoken Usage

The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children.
ED 109 649//

A Study of Young Black Children's Receptive and Productive Language and Reading Competence in Standard English Grammatical Forms. Final Report.
ED 109 611

Tagalog: Language Guide. Introductory Series.
ED 109 916

State Agencies

Affirmative Action. Revised.
ED 109 812

Illinois Journal of Education; Continuing Education. Vol. 62, No. 1.
ED 109 389

Issues in Program Evaluation Research in State Rehabilitation Agencies: A Symposium Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 11, 1974).
ED 110 507

Planning for the North Carolina Community College System: A State-Level Perspective.
ED 110 151

Public Policy and State Education Agency Roles in Teacher Labor Relations.
ED 109 823

State Aid

Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972.
ED 109 958

Committee Report on Financing Public Community Colleges.
ED 110 122

Financial Aid Resources Available to Students Attending West Virginia Colleges and Universities. A Report to the West Virginia Board of Regents.
ED 109 938

The Matter of Choice. A Study of Out-of-State Use of Grants Financed by Appropriations from the State Legislature in Pennsylvania.
ED 109 944

The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.
ED 109 747

Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.
ED 110 101

[Preliminary Report on the Activities of the Tennessee Student Assistance Corporation for the School Year 1974-75.]
ED 109 946

Rationale for Adopting Legislation in Support of Divisions of Continuing Education and Community Services in the Massachusetts Community College System.
ED 110 145

Research and Development in State Government Agencies. Fiscal Years 1972 and 1973. Surveys of Science Resources Series.
ED 109 962

- State, Local, and Federal Financing for Illinois Public Schools 1974-1975. Circular Series A, Number 337. Revised. ED 109 815
- The States and Private Higher Education. ED 109 959
- A Study of Minnesota Public Library Services: Costs and Implications. Final Report. ED 110 061
- State Boards of Education**
- The Politics of Education: Challenges to State Board Leadership. ED 109 745//
- The States, Communities, and Control of the Community College: Issues and Recommendations. ED 110 125
- State Colleges**
- Seventeenth Biennial Report-Part II. ED 109 967
- State Curriculum Guides**
- Personal Finance Education Guide for Planning Secondary School Programs. Second Edition. ED 109 754//
- State Departments of Education**
- Consolidated Monitor and Review. Maxi II Report. ED 109 820
- Dissemination Capacity Building in an SDE. [State Department of Education]. ED 110 460
- Elementary-Secondary Guide for Oregon Schools. Pre-Publication Draft. ED 109 753
- An Introductory Workbook to Management by Objectives for Department of Education Personnel. A Product of Interstate 505. ED 110 461
- Materials for Use with Local Districts Interested in Developing a Systematic Planning Process. The New England Interstate 505 Project. ED 110 453
- National Conference of State Dissemination Representatives Proceedings (Washington, D. C., January 8-10, 1975). ED 110 098
- Observations on Emerging Relationships between Regional Educational Laboratories and State Departments of Education. ED 109 828
- State Government**
- A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education. ED 109 808
- State Legislation**
- Affirmative Action. ED 110 100
- Federal-State Responsibility for Facilitating Student Access. Policy Analysis Service Reports, Vol. 1, No. 2. ED 109 949
- Identification and Evaluation of Legal Constraints on Educational Productivity. Final Report. ED 109 832
- Kindergarten Handbook. ED 109 751
- Property Tax Laws of Texas. A Summary. ED 109 779//
- State Libraries**
- Louisiana State Library Institutional Library Pilot Program. An Evaluation: November 5-27, 1974. ED 110 060
- The South Carolina State Library: July 1, 1973 Through June 30, 1974. Fifth Annual Report. ED 109 999
- State Licensing Boards**
- Day Care Licensing and Regulation: A Program Evaluation. ED 110 178
- State of the Art Reviews**
- The Rural and Small School: A Comprehensive Information Booklet. ED 110 265
- State Programs**
- Abstract: Fall, 1974, South Carolina Statewide Testing Program, Volume 1, Number 15. ED 110 476
- Affirmative Action. Revised. ED 109 812
- Career Education: The State of the Scene. ED 109 402
- Children's Services in Massachusetts. Annual Report 1974. ED 109 875
- Developing a Career Information System: Final Report. ED 109 375
- Development of the California Entry Level Test: Construct Validity of the Subtests. ED 110 520
- Dissemination and Utilization of Assessment Results in Oregon. ED 110 518
- Early Childhood Education. First Annual Evaluation Report 1973-74. ED 110 168
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 1: Findings; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 513
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 514
- Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428. ED 109 306
- Pennsylvania's Preparing for a Changing World Instrument: A Validation Study. ED 110 523
- A Program Design for Industrial Arts Education in New York State, 1973. ED 109 446
- State School District Relationship**
- Consolidated Monitor and Review. Maxi II Report. ED 109 820
- The Illinois Program for Evaluation, Supervision, and Recognition of Schools. Circular Series A, Number 160. Revised. ED 109 813
- The Politics of Education: Challenges to State Board Leadership. ED 109 745//
- A Resource Guide; "National and Regional Developments in Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC)." ED 110 454
- Staff Development for Program Consolidation. ED 109 819
- State Standards**
- Day Care Licensing and Regulation: A Program Evaluation. ED 110 178
- Elementary-Secondary Guide for Oregon Schools. Pre-Publication Draft. ED 109 753
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Instrument to Evaluate Standards I and II of the Minimum Standards for Ohio Elementary Schools: Statutory Requirements Organization and Administration. ED 110 470
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III School/Community Relations Evaluation Instrument. ED 110 471
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Creative Arts and Physical Education Evaluation Instrument. ED 110 472
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Social Studies Evaluation Instrument. ED 110 473
- Project PRIMES (Progress Research in Meeting Elementary Standards) ESEA Title III Language Arts Evaluation. ED 110 474
- State Student Incentive Grants**
- Federal-State Responsibility for Facilitating Student Access. Policy Analysis Service Reports, Vol. 1, No. 2. ED 109 949
- State Surveys**
- The 1971 Consolidated Program Information Report-A Pilot Study of State Survey Practices. Final Report. ED 109 733
- An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. ED 109 691//
- Child Abuse: Some Findings from the Analysis of 1172 Reported Cases. ED 110 174
- Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey. ED 110 133
- The Darker Side of Childhood: 46 Things You Need to Know About Texas Children. ED 110 172
- Distribution of Teachers and Professionals to Students in the Tri-County Area and Statewide. ED 110 530
- How Now Brown Cow? The Texas Educational Telecommunications Study. ED 110 052
- Racial and Ethnic Survey '74-75. ED 110 580
- Real Estate Education in Community Colleges: The Texas Experience. ED 109 415
- The Vermont Survey of Employer Receptivity to Wage Subsidy Programs in the Private Sector. ED 109 400
- State Universities**
- Seventeenth Biennial Report-Part II. ED 109 967
- Statewide Planning**
- Affirmative Action. ED 110 100
- APEG: Adequate Program for Education in Georgia. [A Report.] ED 109 816
- An Approach to the Development of a Comprehensive Plan for Career Guidance for the Commonwealth of Massachusetts. ED 109 455
- Committee Report on Financing Public Community Colleges. ED 110 122
- The Governance of Postsecondary Education in New York State. ED 109 951
- How Now Brown Cow? The Texas Educational Telecommunications Study. ED 110 052
- Issues in Communication Planning for Hawaii. ED 109 717
- A National Survey of Problems in State Planning for Vocational Education. DASP Planning Paper No. 2. ED 109 419
- North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum. ED 110 152
- Planning for the North Carolina Community College System: A State-Level Perspective. ED 110 151
- A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit. ED 109 412
- The Two-Year College System in Ohio: A Planning Report. ED 110 126
- Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia. ED 110 123
- Statistical Analysis**
- Altruism and Rivalry: An Analysis of Age and Sex Differences. ED 110 201
- Estimating the Standard Error of the Mean in Multiple Matrix Sampling When Items are Sampled With and Without Replacement. ED 110 495
- Illinois Public School Fall Enrollment Projections 1974 to 1985. ED 109 814
- Minimizing Context Effect When Using Multiple Matrix Sampling. ED 110 468

274 Subject Index

- A Note on Allocating Items to Subtests in Multiple Matrix Sampling. ED 110 519
Planning for Changing Demographic Trends in Public and Private Institutions. ED 109 961
- Statistical Bias**
Graduate Follow-Up Studies: How Useful Are They? ED 109 431
- Statistical Data**
Annual Earnings of Household Heads in Production Jobs, 1973. Summary: Special Labor Force Report. ED 109 301
Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972. ED 109 958
Bond Sales for Public School Purposes 1973-74. ED 109 735
Evaluation of Service at the General Reference Desk, University of Oregon Library. ED 110 038
Library Science Libraries, a Quantitative Survey. Publication No. 101. ED 110 029
Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Educational Goals for the Future (1980's). SWEP Evaluation Report No. 2. ED 109 760
- Statistical Studies**
A Bibliography of Statistical Applications in Geography, Technical Paper No. 9. ED 110 361
Identification of Tasks in Home Economics Related Occupations: Care/Development of Children. ED 109 408
Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings. ED 109 409
Identification of Tasks in Home Economics Related Occupations: Institutional and Household Maintenance. ED 109 411
- Statistical Surveys**
A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply. ED 109 347
- Statistics**
Seventeenth Biennial Report-Part II. ED 109 967
- Status Reports**
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1 - March 31, 1975. ED 109 722
- Sticker Family Game**
Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children. ED 109 572
- Stimulation**
Early Childhood Intervention-Infancy: A Selective Bibliography. Exceptional Child Bibliography Series No. 670. ED 109 869//
- Stimulus Devices**
The Evaluation of a Test of Literary Judgment for Use with Community College Students and Its Use as a Stimulus for Written Responses and Classroom Discussion. ED 109 693//
- Strong Vocational Interest Blank**
Prediction of Performance and Satisfaction of Aeronautical Engineering Students at the Naval Postgraduate School. ED 109 541//
- Structural Analysis**
Aspects of Antony in Romanian. ED 109 905
Evaluation of an Objective-Based Curriculum in Word Attack. ED 109 665
- Student Adjustment**
Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73. (Stockholm, Sweden). ED 110 231//
- Student Alienation**
A Mertonian Analysis of School Deviance. ED 110 351
- Student Attitudes**
An Analogous Study of Children's Attitudes Toward School in an Open Classroom Environment as Opposed to a Conventional Setting. ED 110 073
Analysis of Freshman Chemistry Curriculum Practices and Their Relation and Implications to the Students Attitudes and Values. ED 110 278//
Assessment of Student Attitudes. ED 110 501//
Assessment of Student Attitudes Toward Learning Environments. ED 110 500
The Civil Rights of Students. ED 110 552
Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games. ED 109 986
English E. R. A. S. (Educational Resources Allocation System): A Series of Reports Outlining the Planning Phase, Intermediate Division. ED 109 695
Follow-Up Study of Vocational Office Education Graduates of Springfield [Tennessee] High School: Final Report. ED 109 397
The Importance of Politics: A Study of French Secondary School Students. Draft. ED 110 407
Social Development and Training in School: Glimpses from Two Research Projects. Studia Psychologica et Paedagogica Series Altera, No. 24. ED 110 388
Teachers and Students. Aspects of American Higher Education. ED 109 975//
- Student Behavior**
A Flexible Observation Instrument for Student Behavior. Report No. 197. ED 110 439
A Measure of Student Involvement in Learning: Time-on-Task. ED 110 504
A Mertonian Analysis of School Deviance. ED 110 351
Some Myths Regarding the Use of Corporal Punishment in the Schools. ED 109 829
- Student Centered Curriculum**
Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report. ED 109 827
The Development and Evaluation of an Inservice Education Model to Develop Informal Individualized Learning and Teaching Practices. ED 110 411
Evaluation and Research on Experience-Based Career Education at Far West School. ED 110 499
- Student Characteristics**
Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report. ED 110 102
Real Estate Education in Community Colleges: The Texas Experience. ED 109 415
Statistical Table Analysis (200) Successful GED Students. ED 109 335
Vocational Plans of Full-Time Community and Junior College Students, Fall 1970. ED 110 118
- Student Developed Materials**
Communication Arts Curriculum: A Model Program. ED 109 710
- Student Development**
The Anisa Model: A Comprehensive Plan for Educational Renewal. [And] A Summary Statement of the Anisa Model. ED 110 387
- Assessment of Student Development.** ED 109 543
A Counseling Bureau Resource Center for Visually Handicapped Students. ED 109 557
Counseling with College Youth—from Apathy to Militancy. ED 109 539
Follow Up Study of Group Counseling with Underachieving College Freshmen. ED 109 567
Information Exchange Procedures. Outcomes Study Procedures. Technical Report No. 66. ED 109 943
Involving Students in Assessment of Student Development: A Training Modality. ED 109 524
Life Planning—An Action Oriented, Self-Directed Approach. ED 109 534
- Student Enrollment**
An Analysis of Enrollment Characteristics of Spring and Fall Semesters from 1963 to 1975. ED 110 146
Evening College Enrollment Study, Spring, 1975. ED 110 150
Evolution de la Clientele Etudiante Suivant le Niveau et la Degre d'Enseignement, par Territoire de Commission Scolaire et Region Administrative, Reseau Public, Quebec 1965-66 a 1973-74. Documents Demographic Scolaire 9-31 (Development of the Student Clientele by Level Taught in Each Territory of the Scholastic Commission and the Administrative Region in the Public System, Quebec 1965-66 to 1973-74). ED 109 793
Illinois Public School Fall Enrollment Projections 1974 to 1985. ED 109 814
Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6. ED 110 101
Racial and Ethnic Survey '74-'75. ED 110 580
Registration Management System: General Description and Users Guide. Project SIMU-School: Dallas Component. ED 109 765
- Student Evaluation**
Assessing Young Children. ED 110 469
Built-In Assessment Instruments in an Instructional Program Designed for Spanish-Speaking Children. ED 110 466
Design of and Preliminary Data on the Instructional Strategy Subsystem. ED 109 474
DWI [Driving While Intoxicated] Law Enforcement Training Project; Evaluation Aids Packet and Media Log. ED 109 441
Evaluation in Home Economics. ED 109 334
Midterm and Final Testing of Quality Assurance Classes Using the First Year Communication Skills Program. ED 110 509
Toward Competency: A Guide for Individualized Instruction. Student Edition. ED 109 756
Trainable Mentally Retarded Individual Behavioral Assessment Guide (BAG). ED 109 848
- Student Loan Insurance Fund**
Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress. ED 109 578
- Student Loan Programs**
Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972. ED 109 958
Annual Report for 1972-73 of the Student Financial Aid Programs. ED 109 942
Distribution of Federal Student Assistance: The Enigma of the Two-Year Colleges.

- ED 110 128
Examination of Financial Statements of Student Loan Insurance Fund Fiscal Year 1974. Office of Education, Department of Health, Education, and Welfare. Report to Congress.
- ED 109 578
Higher Education Loan Programs. Hearings before the Special Subcommittee on Education and Labor. House of Representatives. Ninety-third Congress First and Second Sessions on H. R. 68, H. R. 314, and H. R. 12523.
- ED 109 940
[Preliminary Report on the Activities of the Tennessee Student Assistance Corporation for the School Year 1974-75.]
- ED 109 946
- Student Needs**
Decentralization and Student Development: What Is a "Decenter" and How Does It Work? ED 109 546
Decentralized Counseling: An Innovative Approach. ED 110 121
- Student Opinion**
Annual Report for 1971-72 of the Student Loan Program as Accepted by the Student Loan Committee on July 25, 1972. ED 109 958
A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester. ED 110 113
The Relationship between Objective Versus Subjective Classroom Tests and Student Evaluations of Their Instructors. ED 110 144
- Student Participation**
A Guide to Student Rights and Responsibilities in the Department of Defense Overseas Dependents Schools System. ED 109 776
Student Representatives Serving with Boards of Education. ED 109 824
Summer Intramurals -- A Programming Challenge. ED 110 451
- Student Personnel Services**
Assessment of Student Development. ED 109 543
Decentralization and Student Development: What Is a "Decenter" and How Does It Work? ED 109 546
Developing a Model for Assessment of Student Personnel Outcomes. ED 109 545
Leadership in Community Mental Health: The Role of the College Mental Health Professionals. A Symposium. ED 109 586
Life Planning--An Action Oriented, Self-Directed Approach. ED 109 534
- Student Personnel Work**
Implementing the Student Personnel Education Process-Outcome Model (SPedPOM) in Education 619; Seminar on the College Student and the Environment. ED 109 558
- Student Problems**
Self-Discipline--A Commonly Ignored Factor in the Education of Minority Group College Students. ED 110 535
- Student Records**
Functional Overview of SWRL/IMS Version 3. ED 110 047
Oregon Graduation Requirements: Guidelines for Record Keeping Procedures and Sample Forms. ED 109 750
Student Grade History System. ED 110 104
Toward Competency: A Guide for Individualized Instruction. Student Edition. ED 109 756
- Student Research**
A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education. Writings of Graduate Students: II. ED 109 432
- Student Responsibility**
A Guide to Student Rights and Responsibilities in the Department of Defense Overseas Dependents Schools System. ED 109 776
- Student Rights**
The Civil Rights of Students. ED 110 552
Educational Theory Goes to Court: Freedom of Speech and Fitness to Teach. ED 110 365
A Guide to Student Rights and Responsibilities in the Department of Defense Overseas Dependents Schools System. ED 109 776
School Law: An Overview of Recent and Pending Court Action. Student Rights, School Finance and School Desegregation (With Emphasis on Student Rights). ED 110 551
Students' Rights and Discipline. ED 109 773
What Every Teacher Should Know about Student Rights. ED 110 436
- Student Role**
Student Representatives Serving with Boards of Education. ED 109 824
- Student School Relationship**
What Every Teacher Should Know about Student Rights. ED 110 436
- Student Teacher Relationship**
TEACHER-ADVISORS: Where There's a Skill There's A Way. ED 109 583
- Student Teachers**
The Stirling Lesson-Sampling Instruments. ED 110 502
- Study Guides**
Effective Writing Study Guide; A Workshop Course. Revised. ED 109 687
- Study Skills**
"The Wisconsin Design for Reading Skill Development": Study Skills; A Report on the Type 1 Field Test, 1971-1973. Part 1 and 2. ED 109 668
- Subjunctive**
The Subjunctive in Decline: The Case of French. ED 109 927
- Submetropolitanization**
The Industrialization of Nonmetropolitan Counties: "Submetropolitanization" Versus Decentralization. Center of Applied Sociology, Working Paper RID 75.3. ED 110 245
- Subprofessionals**
Principles of Post-Secondary Vocational Education. ED 109 420//
- Suburban Problems**
Better Urban-Suburban Relationships. ED 109 744
- Suburban Schools**
Better Urban-Suburban Relationships. ED 109 744
- Success Factors**
The Service Outcome Measurement Form: Pretest-Posttest Instrumentation and Practice Exercise (Factored Version); Field Test (Case Difficulty); Development and Testing. Monograph 2. ED 109 540
Statistical Table Analysis (200) Successful GED Students. ED 109 335
Systematic, Cooperative Evaluation. ED 110 467
- Summer Programs**
1970 Tryout of the Summer Reading Program: Preliminary Report. ED 109 632
Parent Evaluation Form Summary - 1970 Summer Reading Program. ED 109 631
- Summer Intramurals -- A Programming Challenge. ED 110 451
- Superintendent Role**
The Role of the Superintendent of Schools in Massachusetts. A Handbook for School Committees and Superintendents. ED 109 818//
- Supervision**
Supervising Paraprofessionals in Extension Programs. ED 109 338
- Supervisors**
Communication and the Supervisor. ED 109 382
- Supervisory Methods**
Supervising Paraprofessionals: A Guide for the Trainer-Agent. ED 109 367
- Surveys**
Adult Basic Education Teacher Competency Inventory: Virgin Islands. ED 109 337
A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States. ED 109 707
Educational Attainment of American High School Seniors in 1960, 1965, and 1972: Feasibility Study. Final Report. Report No. PR-75-13. ED 110 512
An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use By Middle-Grade Classrooms Involved in Outdoor Education. ED 110 234
Quality of Rural Life: Assessing the Structure and Availability of Services and Amenities in Rural Areas. ED 110 238
The Role of Small Scale Industry in Employment Generation and Rural Development: Initial Research Results from Sierra Leone. African Rural Employment Paper No. 11. ED 110 232
Rural Electrification and Level of Living: Evaluation of Impact. ED 110 240
The States and Private Higher Education. ED 109 959
Toward an Evaluation of Individually Guided Education. ED 110 508
- Sweden**
Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73. (Stockholm, Sweden). ED 110 231//
Language Teaching to Migrant Workers. (Sweden). 1970-71. ED 110 222//
- Symposia**
Career Education and the World of Work; A Symposium. ED 109 366
Leadership in Community Mental Health: The Role of the College Mental Health Professionals. A Symposium. ED 109 586
A Report on the National Institute of Education/National Education Task Force de la Raza Symposium (Albuquerque, New Mexico, July 25-26, 1974). ED 110 261
- Syntax**
The Acquisition of Questions in Texas Spanish: Age 2 - Age 5. ED 109 890
A Comparison of Two Indices of Syntactic Complexity. Studies in Language Education Report No. 20. ED 109 685
The Effect of Altered Syntax on Reading Performance: A Study of Standard English and Black English Speaking Second Grade Children. ED 109 649//
Extended Notions of Grammar and Reading Comprehension. ED 109 621

276 Subject Index

- The Subjunctive in Decline: The Case of French. ED 109 927
- Syntax Considerations in Stories for Beginning Readers. ED 109 606
- Verb Position and the Order of Adverbials in German. ED 109 923
- Systems Analysis**
- Impact of Design Trade Studies on System Human Resources. ED 109 452
- Simulation of Urban Systems; A Selected Bibliography. Working Paper No. 3. ED 110 007
- Structural and Process Models of Human Communication Systems. ED 109 718
- Systems Analysis for Rural Community Services. A Seminar on Problems of Research on Delivery of Community Services in Rural Areas of the Northeast (Stratton Mountain, Vermont, July 29, 1972). ED 110 262
- Systems Approach**
- Facilitating Building-Level Problem Solving: Adopting Systems Design to Human Development. ED 109 774
- Hawaii Career Development Continuum: Curriculum Guide for Grades K Through 3. ED 109 319
- Hawaii Career Development Continuum: Curriculum Guide For Grades 4 through 6. ED 109 320
- Hawaii Career Development Continuum: Curriculum Guide For Grades 7 Through 9. ED 109 321
- Hawaii Career Development Continuum: Curriculum Guide for Grades 10 Through 12. ED 109 322
- Manitoba's Adult Basic Education Program. ED 109 515
- Matrix Analysis: A Pragmatic Approach to Curriculum Design. ED 109 329
- Systems Development**
- The Air Force Advanced Instructional System (AIS): An Overview. ED 109 396
- Design of and Preliminary Data on the Instructional Strategy Subsystem. ED 109 474
- Developing a Career Information System: Final Report. ED 109 375
- Microform-Based Information Storage and Retrieval Systems. ED 110 049
- Study to Determine the Requirements for an Experimental Training Simulation System. ED 110 034
- Tables (Data)**
- Consolidated Program Information Report (C-PIR): National Estimates of Pupil Participation, Staff, and Expenditures 1972. ED 109 772
- Employment in the Broadcasting Industry: 1974. ED 109 407
- An Evaluation of Adult Basic Education in the State of Iowa; Volume 2: Appendix, Instruments with Aggregate Responses; A Perspectives Discrepancy Assessment, 1974-1975. ED 109 514
- Follow-Up Survey of 1974 Graduates; Career Education Project. ED 109 406
- Identification of Tasks in Home Economics Related Occupations: Care/Development of Children. ED 109 408
- Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings. ED 109 409
- Identification of Tasks in Home Economics Related Occupations: Clothing, Apparel, and Textile Services. ED 110 411
- Illinois Public School Fall Enrollment Projections 1974 to 1985. ED 109 814
- Quality Education for the High Schools in Massachusetts. A Study of the Comprehensive High School in Massachusetts. ED 109 769
- The States and Private Higher Education. ED 109 959
- Statistics of Local Public School Systems, Finance, 1970-71. ED 109 811
- Tagalog**
- Tagalog: Language Guide. Introductory Series. ED 109 916
- Tape Recordings**
- Monoaural-Stereo Recording Comparison. ED 110 046
- Reactivity to Home Observation: A Comparison of Audio Recorded Behavior with Observers Present or Absent. ED 110 506
- Task Analysis**
- 1974 Welding Task Analysis. ED 109 361
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations. ED 109 346
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report. ED 109 387
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Executive Summary. Final Report, July 1973 - September 1974. ED 109 450
- Identification of Tasks in Home Economics Related Occupations: Care/Development of Children. ED 109 408
- Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings. ED 109 409
- Identification of Tasks in Home Economics Related Occupations: Clothing, Apparel, and Textile Services. ED 109 410
- Identification of Tasks in Home Economics Related Occupations: Institutional and Household Maintenance. ED 109 411
- Task Force on Responsible Decisions about Alcohol**
- Task Force on Responsible Decisions about Alcohol. Interim Report Number 2 (A Summary). ED 110 443
- Task Performance**
- Assessment of Subskills Related to Novel Word Decoding. ED 109 633
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report. ED 109 387
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Executive Summary. Final Report, July 1973 - September 1974. ED 109 450
- A Criterion Test for Classification Tasks. ED 110 522
- Kindergarten Tryout of Single Variable Classification Task Protocols. ED 110 521
- A Measure of Student Involvement in Learning: Time-on-Task. ED 110 504
- Tax Effort**
- Inequality in California School Finance: Dimensions, Sources, Remedies. ED 109 809
- Taxonomy**
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Taxonomy Refinement, Validation and Operations. ED 109 346
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Guidelines and Examples for Taxonomy Application in Flying Training Research. Final Report. ED 109 387
- Behavioral Taxonomy of Undergraduate Pilot Training Tasks and Skills: Executive Summary. Final Report, July 1973 - September 1974. ED 109 450
- Tax Support**
- Financial Support of Higher Education in Washington. A National Comparison. ED 109 950
- Rationale for Adopting Legislation in Support of Divisions of Continuing Education and Community Services in the Massachusetts Community College System. ED 110 145
- Teacher Associations**
- Collective Bargaining in Canadian Education. An Annotated Bibliography. OISE Bibliography Series No. 1. ED 109 743//
- The Role of ATE in Teacher Education. ED 110 414
- Teacher Attitudes**
- Career Education: A Report on a State-Funded In-Service Education Project Conducted by the Louisiana State University College of Education and School of Vocational Education. Research Report. Vol. 4, No. 4. ED 109 427
- Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables. ED 110 487
- A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States. ED 109 707
- Poor Academic Performance--Why? ED 110 106
- Public, Peer, and Professional Attitudes Toward Mentally Retarded Persons. Studies in Learning Potential-Volume 4, Number 78. ED 109 837
- Sex-Role Stereotypes and Educators' Descriptions of Mature Personality. ED 109 519
- Teacher Reaction to ICP Quality Assurance Procedures. ED 110 517
- Teachers and Students. Aspects of American Higher Education. ED 109 975//
- Teacher Behavior**
- An Analysis of Selected Classroom Behavioral Category Systems. Final Report. ED 110 419
- Preparation of Pre-Service Science Teachers in the Use of Alternate Laboratory Teacher Behaviors. ED 110 269//
- The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction. ED 109 550
- Teacher Centers**
- Governance of Teacher Centers. Special Current Issues Publication No. 2. ED 110 413
- Supporting the Learning Teacher; A Source Book for Teacher Centers. ED 110 446//
- The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education. ED 110 457
- What is School-Community-Based Teacher Education and Why Should Administrators be Interested in It? ED 110 448
- Teacher Certification**
- A Resource Guide; "National and Regional Developments in Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC)." ED 110 454
- Teacher Characteristics**
- Faculty Voting Behavior in Temple University Collective Bargaining Elections. ED 109 976
- Teacher Characteristics and Teaching Effectiveness of Vocational Industrial Education Instructors. ED 109 365

Teacher Corps

Reading Skills Development: An Instructional Module. ED 109 591

Teacher Developed Materials

Instructional Video Tapes for the Humanities. ED 110 075
 The Mini-Grant: A Means for Instructional Improvement through Research. ED 110 149
 Teacher Made Games: An Adopter's Guide Referenced in Promising Practices in Oregon Education. ED 109 825

Teacher Dismissal

Educational Theory Goes to Court: Freedom of Speech and Fitness to Teach. ED 110 365

Teacher Education

Becoming a Child Development Associate: A Guide for Trainees. ED 110 169
 Cognitive Style as a Factor in the Science Achievement of Pre-Service Elementary Teachers. ED 110 322
 Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects. ED 109 378
 Concurrent Validity of the National Teacher Examinations. ED 110 477
 Elementary Mathematics Education: Developing a Competency-Based/Field-Centered Program. ED 110 329//
 Fugitive Essays and Other Papers: 1973-74. ED 109 395
 Governance of Teacher Centers. Special Current Issues Publication No. 2. ED 110 413
 HSST/CDA Trainee Handbook. ED 110 193
 Interaction: Research and Practice for College-Adult Reading. Twenty-Third Yearbook of the National Reading Conference. ED 109 601//
 Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools. ED 109 675
 A Listing of Exhibit Items for the Materials Fair, August 12-15, 1975. ED 110 432
 Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428. ED 109 306
 Louisiana Adult Education Staff Development Project: Training Manual. Revised Edition. ED 109 380
 Orienting Prospective Teachers to Career Education; Project TECE [Teacher Education for Career Education]. ED 109 390
 Performance-Based Teacher Education: A 1975 Commentary. PBTE Series No. 19. ED 110 444
 Preparation of Pre-Service Science Teachers in the Use of Alternate Laboratory Teacher Behaviors. ED 110 269//
 Reading for Progress; A Conference on Perspectives of and Recommendations for Countering Reading Problems in Hawaii County (Waiakae Village Resort, March 8, 1975). ED 109 612
 The Relationship Between Psychological Readiness and Achievement on a Computer-Assisted Instructional Program for Science Teacher Education. ED 110 276//
 Report on the Status of Competency-Based Teacher Education Programs for Secondary School Science Teachers: 1973-1974. ED 110 336//
 The Role of ATE in Teacher Education. ED 110 414
 Rx Prescription for Teacher Preparation in Reading Instruction. ED 109 597
 Supporting the Learning Teacher; A Source Book for Teacher Centers. ED 110 446//

Training of Personnel to Serve Children with Special Needs: A Report from the Cooperative Planning Consortium of Special Education Programs in the University of North Carolina. ED 109 876

What is School-Community-Based Teacher Education and Why Should Administrators be Interested in It? ED 110 448

Teacher Education Curriculum

Orienting Prospective Teachers to Career Education; Project TECE [Teacher Education for Career Education]. ED 109 390
 Performance-Based Teacher Education Curricula: Implications for Programs. ED 109 377

Teacher Educator Education

The Role of ATE in Teacher Education. ED 110 414

Teacher Employment

Faculty Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component. ED 109 763
 Prevision de Personnel Enseignant (1974 a 1986) et de Besoins en Nouveaux Maîtres (1974-75 a 1981-82) Pour de Quebec. Documents Demographie Scolaire 9-33 [Forecast of Teaching Personnel (1974 to 1986) and the Number of New Teachers Needed (1974 to 1981-82) for Quebec. Scholastic Demographic Document 9-33]. ED 109 794
 Public Policy and State Education Agency Roles in Teacher Labor Relations. ED 109 823

Teacher Evaluation

A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester. ED 110 113
 The General Concept of Validity Applied to Student Ratings: Or, Please, General Custer, What Are We Doing Here? ED 110 490
 Teacher Characteristics and Teaching Effectiveness of Vocational Industrial Education Instructors. ED 109 365
 Teacher Evaluation. Bibliographies in Education. No. 52. ED 110 447
 Toward Validating Reading Teacher Competencies. ED 109 654
 Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind. ED 110 484

Teacher Improvement

Facilitating Building-Level Problem Solving: Adopting Systems Design to Human Development. ED 109 774
 Staff Development for the Rural Community College. ED 110 136//
 Training Materials and Trainers for Organizational Development in Education. ED 109 736

Teacher Influence

An Analogous Study of Children's Attitudes Toward School in an Open Classroom Environment as Opposed to a Conventional Setting. ED 110 073

Teacher Interns

The Stirling Lesson-Sampling Instruments. ED 110 502
 Teacher Certification Consortium for the Preparation of Elementary Teachers. ED 110 410

Teacher Militancy

Collective Bargaining in Canadian Education. An Annotated Bibliography. OISE Bibliography Series No. 1. ED 109 743//

Teacher Morale

Collaborative Relationships on Teaching Teams: Implications for Collegial Influence,

Team Morale, and Instructional Practices. Technical Report No. 45. ED 110 438

Teacher Programs

Reading Skills Development: An Instructional Module. ED 109 591

Teacher Qualifications

An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. ED 109 691//
 The Needed Preparation and Attributes of Science Faculty in a Community College. ED 110 282//

Teacher Rating

Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables. ED 110 487
 The General Concept of Validity Applied to Student Ratings: Or, Please, General Custer, What Are We Doing Here? ED 110 490
 Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind. ED 110 484

Teacher Recruitment

The Development of Guidelines for Recruitment Programs in Agricultural Education. ED 109 424

Teacher Role

The Classroom as a Planned Environment. ED 109 565
 The Community Resource Component of the Career Education Project: Part 4.2. ED 109 391
 The PRIDE Project: Assistant Teacher Manual. ED 110 182
 TEACHER-ADVISORS: Where There's a Skill There's A Way. ED 109 583

Teacher Supervision

The Balance of Control Between Parents and Teachers in "Co-Op" Free Schools. ED 109 775

Teacher Supply and Demand

The Development of Guidelines for Recruitment Programs in Agricultural Education. ED 109 424
 Prevision de Personnel Enseignant (1974 a 1986) et de Besoins en Nouveaux Maîtres (1974-75 a 1981-82) Pour de Quebec. Documents Demographie Scolaire 9-33 [Forecast of Teaching Personnel (1974 to 1986) and the Number of New Teachers Needed (1974 to 1981-82) for Quebec. Scholastic Demographic Document 9-33]. ED 109 794

Teacher Workshops

Rx Prescription for Teacher Preparation in Reading Instruction. ED 109 597
 Supporting the Learning Teacher; A Source Book for Teacher Centers. ED 110 446//

Teaching

Curriculum and Teaching: An Un-American View. ED 110 420

Teaching Films

Classification of Student Affective Responses to Teaching Films. ED 110 059

Teaching Guides

B.O.P., Inc.: A Simulated Mortgage and Loan Office. Exemplary Project in Vocational Education: Teacher's Manual. ED 109 436
 Commercial Airlines and Airports; Careers in Transportation. Grades 3 and 4. Teachers Resource Guide. ED 109 439
 Guide for the Volunteer English Teacher. ED 109 884
 Handbook for North Dakota Vocational Office Education Teacher-Coordination. North Dakota Occupational Models. A Career Cluster Concept.

- Handbook on Mexico for Elementary and Secondary Teachers. ED 109 331
- Individualized Language Arts-Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual...ESEA Title III Project: 70-014. ED 109 903
- Instructional Guide for the Home Tutor. ED 110 544
- Modern Dilemmas - Science (World History Series). ED 109 899
- Portuguese. Programmatic Course Instructor's Manual, Volume 1. ED 110 338//
- Speaking Aids Through the Grades. ED 109 932
- Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Kindergarten through Third Grade. ED 109 725//
- Teacher's Guide to Accompany "Read and Tell 1," "Read-It-Yourself 1, Book A," "Read-It-Yourself 1, Book B," "Do-It-Yourself 1." ED 110 539
- Teaching Culture. The Working Papers of the 1972 Pre-Conference Workshop. ED 110 177//
- Tutoring Resource Handbook for Teachers; A Guide for Teachers Who Are Working with Volunteer Reading Tutors. ED 109 882
- Tutors' Resource Handbook; Assessment Items and Sample Lessons. ED 109 643
- Teaching Load**
Faculty Load: A Report to the Dean of Instruction. ED 110 109
- Teaching Methods**
The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course. ED 109 992
- Case Studies for Teaching Organizational Communication. ED 109 730
- Classroom Processes Related to Absence Rate. ED 110 199
- Context, Situation, and Experience. ED 109 886
- Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games. ED 109 986
- The Feasibility of Generalized Acoustic Sensor Operator Training. Final Report for Period February 1974-February 1975. ED 110 035
- Grammar: Toward a Developing Methodology Compatible with New English Philosophy. ED 109 694//
- Guide for Implementing Career Education; Bingham County Developmental Career Education K-12. ED 109 481
- Guide for the Volunteer English Teacher. ED 109 884
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- An Investigation Into the Relationship Between Science Teaching and Language Usage. ED 110 303//
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- Years of Change for Community Colleges: 1970 to 1974. ED 110 111
- Teaching Models**
A Road Not Taken: An Approach to Teaching Poetry. ED 109 671
- Teaching Procedures**
Collaborative Relationships on Teaching Teams: Implications for Collegial Influence, Team Morale, and Instructional Practices. Technical Report No. 45. ED 110 438
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Adult Basic Education Teacher Competency Inventory: Virgin Islands. ED 109 337
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A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163
- Teaching Techniques**
Cognitive Development in Young Children: A Report for Teachers. ED 110 167
- The Effect of Intensive Instruction in Cue Attendance and Hypothesis Generation Upon Open Exploration Behavior of Low and High Ability Ninth Grade Students. ED 110 326//
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- The Role of Experience in Cognitive Development. ED 110 173
- The Role of Method in Teaching: An Informal Exploration. ED 110 418//
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- Social Studies, K-12. Program of Studies. ED 110 364
- Suggestions for Teaching Rural Alaska Native Students. ED 110 267
- Teaching Comprehension Skills. ED 109 634
- Topic Today. Report for 1974/75. ED 110 375
- Teams Games Tournament**
Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200. ED 109 662
- Team Teaching**
Collaborative Relationships on Teaching Teams: Implications for Collegial Influence, Team Morale, and Instructional Practices. Technical Report No. 45. ED 110 438
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Collaborative Relationships on Teaching Teams: Implications for Collegial Influence, Team Morale, and Instructional Practices. Technical Report No. 45. ED 110 438
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Some Technological Impacts on Library Service Systems.

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Clothing Speaks: 4-H Leader's Guide and 4-H Member's Guide.

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An Evaluation Report of Project INTERACT: A Teacher Inservice Training Course on Career Education Using Two-Way TV in Texas to Several Groups Simultaneously.

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A Comparison of Three Methods of Conducting a Follow-up Study.

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The People Look at Public Television, 1974.

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Faculty Voting Behavior in Temple University Collective Bargaining Elections.

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A Comparison between Three Groups of Hutchinson Community Junior College Students on the American College Testing Program's Composite Score and on the Reasons and Factors Affecting the Student's College Choice.

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Content Influences on Sex Differences in Performance on Aptitude Tests.

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Computer Assisted Assembly of Tests at Educational Testing Service.

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A Criterion Test for Classification Tasks.

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Evaluation of Learning in Language Arts Vernacular Instruction.

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Teacher Reaction to ICP Quality Assurance Procedures.

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Proceedings of the Annual Conference of the Military Testing Association (16th).

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Diagnostic and Identification Implications of Primary Mental Abilities Test for Educationally Deficient Children.

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Dissemination and Utilization of Assessment Results in Oregon.

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Evaluation of the First-Year Communication Skills and Instructional Concepts Programs.

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Midterm and Final Testing of Quality Assurance Classes Using the First Year Communication Skills Program.

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Model Identification in Time-Series Analysis: Some Empirical Results.

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Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded.

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Concurrent Validity of the National Teacher Examinations.

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Industrial Arts Test Development.

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Teacher Reaction to ICP Quality Assurance Procedures.

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Test Selection

Classification Scheme for Items in CAAT.

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Computer Assisted Assembly of Tests at Educational Testing Service.

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Assessing the Career Interests of College Youth: Summary of Research and Applications. Research Report No. 67.

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Concurrent Validity of the National Teacher Examinations.

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The Construction and Validation of an Objective Formal Reasoning Instrument.

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Proceedings of the Annual Conference of the Military Testing Association (16th).

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Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey.

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A Comparison of the Effects of Growth Groups in Counselor Education Courses.

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The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items. Technical Report No. 8.

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Time

Model Identification in Time-Series Analysis: Some Empirical Results.

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TAT Welding Technology Training Program.

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Teacher Characteristics and Teaching Effectiveness of Vocational Industrial Education Instructors.

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A Two-Year Evaluation of the Comparative Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.

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A Course of Study for the Trainable Mentally Retarded: A Guide to Curriculum Development in Elementary and Secondary Schools.

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Further Analysis of the Structure of the Revised Illinois Test of Psycholinguistic Abilities for Moderately Mentally Retarded Children.

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Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded.

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Trainable Mentally Retarded Individual Behavioral Assessment Guide (BAG).

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T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training.

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A Comparison of the Effects of Growth Groups in Counselor Education Courses.

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The Development of Classroom Observation Procedures for Evaluating Training.

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Rural Communities Learn to Help Themselves.

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Communication Gamemanship.

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An Analysis of the Business Working Papers Typed by Beginning Office Workers.

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The Role of Cue Familiarization in the Discrimination Performance of Retardates, Primary Students, and College Students.

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Transfer of Training with Formation Flight Trainer.

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Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia.

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A Comparison between Three Groups of Hutchinson Community Junior College Students on the American College Testing Program's Composite Score and on the Reasons and Factors Affecting the Student's College Choice.

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A Comparison of Two Indices of Syntactic Complexity. Studies in Language Education Report No. 20.

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The Teaching of Modern Languages to Migrant Workers. (Turkey), 1971-72.

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 Instructional Guide for the Home Tutor. ED 109 899
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 Tutor-Trainers' Resource Handbook; Part A--Reading Directors' Organizational Guidelines, Part B--Tutor-Trainers' Guidelines, and Part C--Teacher-Orientation Guidelines. ED 109 645
- Tutoring**
 Tutor Training. ED 109 857
- Twenty Statements Test**
 Self Theory and the Twenty Statements Test: Some Thoughts on Its Application to Women. ED 110 397
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 Creativity in Monozygotic and Dizygotic Twins. ED 109 580
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 An Analysis of the Business Working Papers Typed by Beginning Office Workers. ED 109 363
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 Priorities for the Slavic Languages. ED 109 895
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 Follow Up Study of Group Counseling with Underachieving College Freshmen. ED 109 567
 Gifted: Handicapped, Disadvantaged and Underachievers: A Selective Bibliography. Exceptional Child Bibliography Series No. 660. ED 109 865//
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 Long Term Follow-Through of Participants in the Vermont Experimental and Demonstration Project. ED 109 401
 The Reserve Army of the Unemployed. Monographs on Career Education. ED 109 509
- Undergraduate Students**
 The Foreign Undergraduate Student: Institutional Priorities for Action. ED 109 965
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 The 1971 Consolidated Program Information Report--A Pilot Study of State Survey Practices. Final Report. ED 109 733
 Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind. ED 110 484
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An Exploratory Inquiry into the Multi-Factor Theory of Moral Behavior Applied to Values Education.

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The Future of the Humanities in the Community College. [Conference Summary].

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Values and the Search for Self.

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Values Strategies in the Teaching of Reading.

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Values Clarification

Values Strategies in the Teaching of Reading.

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Verbal Communication

An Analysis of Teachers' Verbal Explanation of Problems in High School Physics.

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The Hierarchical Ordering of Preference for Relations in Solving Verbal Analogy Items. Technical Report No. 8.

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Verbal Stimuli

Picture-Word Differences and Conceptual Frequency Judgments.

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Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination.

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Verbs

Sentential Complementation in Romanian.

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The Subjunctive in Decline: The Case of French.

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Verb Position and the Order of Adverbials in German.

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Programmers and Dissolve Controls for Multi-Image Presentations.

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The Improvement of Teaching with Theatrical Devices.

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Instructional Video Tapes for the Humanities.

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The People Look at Public Television, 1974.

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Arousal Model Components in Television Programming: Form Activity and Violent Content.

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Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia.

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Vision

Theme: The Twenty-seventh Annual School Vision Forum and Reading Conference.

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The Effects of Two Variables on the Problem Solving Abilities of First Grade and Second Grade Children.

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Visual Aptitude as it Relates to Student Achievement in Reading and Mathematics.

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Some Factors Involved in the Comprehension of Prose Materials.

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An Investigation of Visual Syntax Among Children of Different Grade Levels.

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Optimal Mixtures of Test Types in Paired-Associate Learning (Sensory Information Processing). Final Report.

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Project SEE [Specific Education of the Eye]: Title III Project 71-084.

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Visually Handicapped

A Counseling Bureau Resource Center for Visually Handicapped Students.

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Visual Aptitude as it Relates to Student Achievement in Reading and Mathematics.

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An Investigation of Visual Syntax Among Children of Different Grade Levels.

ED 109 998

Mothers Don't Have Long Hair: An Exploratory Study of Preschool Perceptions of Mother.

ED 110 180

Visual Syntax

An Investigation of Visual Syntax Among Children of Different Grade Levels.

ED 109 998

Vocabulary

American Terms in the Romanian of Science and Technology.

ED 109 909

Environmental Terminology Index (Permutated Index). Volume 2. Preliminary Edition.

ED 110 320//

Environmental Terminology Index: Embedded Hierarchy. Volume 1. Preliminary Edition.

ED 110 319//

A Means of Clarifying Terminology in Social Studies Curriculum.

ED 110 383

Some Remarks on the Stylistic Status of Modern Greek Lexical Elements in Rumanian.

ED 109 911

Vocabulary Development

The Place of a Topical Vocabulary Checklist in Foreign Language Teaching.

ED 109 921

Story Specifications for the Second Year of the SWRL Reading Program.

ED 109 593

Teams-Games-Tournament (TGT) Effects on Reading Skills in the Elementary Grades. Report No. 200.

ED 109 662

Vocabulary Skills

Midterm and Final Testing of Quality Assurance Classes Using the First Year Communication Skills Program.

ED 110 509

Vocational Agriculture

SELECTED References and Aids for Teaching Agricultural Mechanics to Students of Agricultural Education.

ED 109 486

Vocational Agriculture Teachers

The Development of Guidelines for Recruitment Programs in Agricultural Education.

ED 109 424

Vocational Counseling

Career Education and Counselor Education.

ED 109 526

Career Guidance, Career Education, and Vocational Education.

ED 109 527

Eight Years Later: Education and Careers of Young Jewish Adults.

ED 109 482

Positions on the Practice of Vocational Evaluation: 1973; Vocational Evaluation Project--Year One.

ED 109 386

A "Starter" File of Free Occupational Literature. 1975 Edition.

ED 109 553

Vocational Development

Career Development Guide: Grades K-12.

ED 109 298

Career Guidance, Career Education, and Vocational Education.

ED 109 527

Cluster Concept in Vocational Education.

ED 109 417//

Hatching, Scratching, and Dispatching: A Creative Career Development Approach.

ED 109 532

Hawaii Career Development Continuum: Curriculum Guide for Grades K Through 3.

ED 109 319

Hawaii Career Development Continuum: Curriculum Guide For Grades 4 through 6.

ED 109 320

Hawaii Career Development Continuum: Curriculum Guide For Grades 7 Through 9.

ED 109 321

Hawaii Career Development Continuum: Curriculum Guide for Grades 10 Through 12.

ED 109 322

Life Planning--An Action Oriented, Self-Directed Approach.

ED 109 534

Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase.

ED 109 308

Models for Career Education in Iowa; Career Development Model and Explanation.

ED 109 311

Personalized Education Using Group Methods: Strategies for Career Education in Guidance, Classroom, and Teacher-Advisor Programs.

ED 109 521

Vocational Education

Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme III, "Opportunities for Vocational and Technical Training and General Education for Adults and Adolescents" (Strasbourg, France, November 5-8, 1974).

ED 110 218

Cluster Concept in Vocational Education.

ED 109 417//

A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45.

ED 109 404

Cost Effectiveness Analysis of Selected Vocational Programs with Cooperative Components Versus In-School Vocational Programs.

ED 109 342

Evaluating Occupational Education and Training Programs.

ED 109 449//

An Evaluation of the Technical Internship in Agricultural Education at Auburn University. Staff Study VAG 1-75 Agricultural Education.

ED 110 437

- An Evaluation of Vocational Exemplary Projects; Part D Vocational Education Act Amendments of 1968. Executive Summary and Final Report. ED 109 475
- Follow-Up Study of Vocational Office Education Graduates of Springfield [Tennessee] High School: Final Report. ED 109 397
- Fugitive Essays and Other Papers: 1973-74. ED 109 395
- A Handbook for Employment Orientation Teachers of Special Needs Students. ED 109 834
- Index to Vocational and Technical Education (Multimedia). Second Edition. ED 110 082//
- Innovative Approaches to Occupational Programs for the Rural Two-Year Colleges. ED 110 137//
- Manpower Planning, Occupational Education, and Labor Mobility. DASP Technical Paper No. 1. ED 109 385
- Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM). Volume 8, Number 4. ED 109 512
- A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education. Writings of Graduate Students: II. ED 109 432
- The NACVE 6th Report: An Interpretation of Its Meaning. ED 109 528
- A National Survey of Problems in State Planning for Vocational Education. DASP Planning Paper No. 2. ED 109 419
- Post Secondary Programs for the Deaf: V. Follow-Up Data Analysis. Research Report No. 79. ED 109 862
- Principles of Post-Secondary Vocational Education. ED 109 420//
- A Report on the Development of Vocational Programs for Exceptional Children. ED 109 854
- Seminar/Workshops on Women in the World of Work. Final Report. ED 109 561
- Youth Training in the Private Sector: A Model for Implementation. ED 109 403
- Vocational Education Teachers**
- Competency-Based Instruction for Vocational Teachers: Current Status and Future Prospects. ED 109 378
- Performance-Based Teacher Education Curricula: Implications for Programs. ED 109 377
- Vocational Evaluation**
- Positions on the Practice of Vocational Evaluation: 1973; Vocational Evaluation Project--Year One. ED 109 386
- Vocational Followup**
- Three JCCC Career Student Follow-ups, 1974. ED 110 142
- Vocational Interests**
- Matching Factors of Vocational Interests by Grade, Sex, and Race. ED 110 483
- Vocational Rehabilitation**
- Issues in Program Evaluation Research in State Rehabilitation Agencies: A Symposium Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 11, 1974). ED 110 507
- New Designs for Correctional Education and Training Programs. ED 109 373
- Positions on the Practice of Vocational Evaluation: 1973; Vocational Evaluation Project--Year One. ED 109 386
- Vocational Retraining**
- Educational and Retraining Needs of Older Adults. Final Project Report. ED 110 132
- TAT Welding Technology Training Program.** ED 109 340
- Voluntary Agencies**
- Volunteer Program Management: A Suggested Community College Curriculum. ED 110 108
- Volunteers**
- The Political Economy of Military Manpower Procurement in Peacetime. ED 109 345
- Training Volunteer Court Counselors. ED 109 560
- Tutoring Resource Handbook for Teachers; A Guide for Teachers Who Are Working with Volunteer Reading Tutors. ED 109 643
- Tutor-Trainers' Resource Handbook; Part A.--Reading Directors' Organizational Guidelines, Part B.--Tutor-Trainers' Guidelines, and Part C.--Teacher-Orientation Guidelines. ED 109 645
- The Use of School Volunteers. ED 109 443
- Volunteer Program Management: A Suggested Community College Curriculum. ED 110 108
- Volunteer Training**
- Guide for the Volunteer English Teacher. ED 109 884
- Voting**
- The Persuasion of Image Building and Presidential Campaigns. ED 109 720
- Voter Education: A Resource Manual for Teachers and Students. ED 110 393
- Voting Rights**
- Voter Education: A Resource Manual for Teachers and Students. ED 110 393
- Wages**
- Annual Earnings of Household Heads in Production Jobs, 1973. Summary: Special Labor Force Report. ED 109 301
- The Vermont Survey of Employer Receptivity to Wage Subsidy Programs in the Private Sector. ED 109 400
- Wage Subsidies**
- The Vermont Survey of Employer Receptivity to Wage Subsidy Programs in the Private Sector. ED 109 400
- Walden University**
- The Development of a Self-Study Model for Non-Traditional Institutions. ED 109 970
- Washington**
- 1972-73 Instructional Expenditures Study. ED 109 948
- Financial Support of Higher Education in Washington. A National Comparison. ED 109 950
- Follow-up Study of Tuition and Fee Comparisons and Federal Student Financial Aid Rankings. ED 109 947
- Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington. ED 110 264
- Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6. ED 110 101
- Washington (Seattle)**
- Social-Emotional Effects of Day Care. Final Project Report. ED 110 164
- Welders**
- 1974 Welding Task Analysis. ED 109 361
- Welding**
- 1974 Welding Task Analysis. ED 109 361
- TAT Welding Technology Training Program. ED 109 340
- Welfare Agencies**
- HEW Mega-Proposal. Policy Analysis, Vol. 1, No. 2. ED 110 356//
- Welfare Problems**
- Myths and Facts About Welfare and the Scheme of Things Economic. ED 110 526
- Welfare Recipients**
- Long Term Follow-Through of Participants in the Vermont Experimental and Demonstration Project. ED 109 401
- West Virginia University**
- Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools. ED 109 675
- Women Professors**
- Women in the Profession of Adult Education. ED 109 473
- Womens Athletics**
- American Women: Early Pursuit for Olympic Laurels. ED 110 416
- Womens Education**
- [Harcum Junior College: Institutional Research, 1974.] ED 110 105
- Word Borrowing**
- Some Remarks on the Stylistic Status of Modern Greek Lexical Elements in Rumanian. ED 109 911
- Word Lists**
- A Comparison of the Mod 3 Entry Lexicon with Two Lexicons of Black Kindergarten Children. ED 109 686
- The Place of a Topical Vocabulary Checklist in Foreign Language Teaching. ED 109 921
- Word Recognition**
- Children's Recognition of Phonemes in a Word Context. ED 109 652
- Contextual Constraints on Ambiguous Word Recognition. ED 109 936
- Crucigrams: Crossword Puzzles for Primary Grades. ED 109 885
- The Effects of Letter Pattern Training and Grammatical Context on Sight Word Learning in Kindergartners. ED 109 628
- The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition. ED 109 604
- Preschool Children's Recognition of Phonemes in a Word Context. ED 109 646
- Pronunciation and the Frequency Meaningfulness Effect in Children's Frequency Discrimination. ED 109 666
- Transfer of Mixed Word Identification Training to a Reading Context. ED 109 657
- Word Study Skills**
- The Effect of 10X Objectives-Based Reading Test Collections upon Fifth-Grade Comprehension and Word-Attack Skills. ED 109 614//
- Evaluation of an Objective-Based Curriculum in Word Attack. ED 109 665
- Prereading/Word Attack Fit Study. Technical Report No. 342. ED 109 618
- Word Attack Model. ED 109 620
- Work Environment**
- Communication Gamemanship. ED 109 980
- Work Experience Programs**
- Experience-Based Career Education, Apalachia Educational Laboratory. Interim Evaluation Report, March 15, 1974. ED 109 497

- Experience-Based Career Education, Apalachia Educational Laboratory. Final Evaluation Report, September 30, 1974. ED 109 498
- Matrix Analysis: A Pragmatic Approach to Curriculum Design. ED 109 329
- Phase 2—Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth: A Follow Up Study of 1144 Young Adults. ED 109 364//
- The Uses of Regional Agencies in the Analysis of Dissemination of Innovations. ED 109 499
- Working Class**
The Treatment of the Working Class in American Educational Historiography: Continuing Theoretical Constructs for Revisionist History. ED 110 395
- Working Women**
The Mother Who Works Outside the Home. ED 110 179//
- Seminar/Workshops on Women in the World of Work. Final Report. ED 109 561
- A Working Woman's Guide to Her Job Rights. ED 109 328
- Workshops**
Effective Writing Study Guide; A Workshop Course. Revised. ED 109 687
- A Report of a Program for Identifying Goals and Behavioral Objectives of Representative Pupil Personnel Programs in the Public Schools of Connecticut. ED 109 577
- Seminar/Workshops on Women in the World of Work. Final Report. ED 109 561
- A Special Conference on Arts for the Mentally Retarded at John F. Kennedy Center for the Performing Arts, Washington, D.C. ED 109 843
- Workshop on Education and Training Needs for Philippine Environmental Programs (Manila, Philippines, May 27-31, 1974). ED 110 343//
- Work Study Programs**
Youth Training in the Private Sector: A Model for Implementation. ED 109 403
- World History**
The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course. ED 109 992
- World of Work**
Career Education and the World of Work; A Symposium. ED 109 366
- Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase. ED 109 308
- World Population Year**
Information in Support of Population Activities. ED 110 041//
- World Problems**
Can Science and Technology Help Solve World Problems? ED 110 390
- World Resources; 1975-76 National High School Debate and Discussion Resource Materials. ED 109 714//
- World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated. ED 109 712
- Writing Skills**
An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course. ED 110 129
- Individualized Language Arts—Diagnosis, Prescription, Evaluation. A Teacher's Resource Manual...SEA Title III Project: 70-014. ED 110 544
- Individualized Language Arts — Diagnosis, Prescription, Evaluation. An ESEA Title III Project Prospectus: 70-014. ED 110 545
- Written Language**
Written Language of the Hearing Impaired - Deviant, Delayed, or Different. ED 109 917
- Yearbooks**
Foundations of Education for Business. National Business Education Yearbook, Number 13. ED 109 383//
- Toward the Institutionalization of Change. Working Paper No. 11. ED 110 009
- Year Round Schools**
The Four-Quarter High School in Action. ED 109 780//
- Young Adults**
Eight Years Later: Education and Careers of Young Jewish Adults. ED 109 482
- Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington. ED 110 264
- Youth**
Roots: An Asian American Reader. ED 110 565//
- Youth Clubs**
FFA Leadership Handbook. ED 109 487
- Youth Employment**
Phase 2—Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth: A Follow Up Study of 1144 Young Adults. ED 109 364//
- Review and Synthesis of Job Placement Literature: Volume 1 of a Research Project to Develop a Coordinated Comprehensive Placement System. ED 109 428
- Youth Leaders**
FFA Leadership Handbook. ED 109 487
- Youth Problems**
Evaluation of the Chinatown Youth Services and Coordinating Center. ED 110 562
- Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series, No. 11. ED 110 589
- Youth Programs**
4-H in the 70's. ED 109 352
- Yugoslavia**
Recurrent Education in Yugoslavia. Recurrent Education: Policy and Development in OECD Countries. ED 110 372

Author Index

285

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

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Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number **ED 013 371**

Aaron, Robert L.

Using the Cloze and Sight Vocabulary to Develop a Group Informal Reading Inventory.
ED 109 627

Adkinson, William Dane

Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.
ED 109 764

Adler, Richard, Ed.

Television as a Social Force: New Approaches to TV Criticism.
ED 110 097//

Aitken, Kenneth G., Comp.

TESL Applications of the Cloze Procedure: An Annotated Bibliography.
ED 109 922

Alden, David G.

The Feasibility of Generalized Acoustic Sensor Operator Training. Final Report for Period February 1974-February 1975.
ED 110 035

Alexander, Arthur J.

Inequality in California School Finance: Dimensions, Sources, Remedies.
ED 109 809

Alexander, Robert

Psychological Education: Elementary, Junior High and High School Model Programs.
ED 109 584

Allan, Beverly

Two-Year/Four-Year College Articulation with Comments on State-Level Articulation Efforts in Virginia.
ED 110 123

Allan, Mary Ann

Skyline Wide Educational Plan. Final Evaluation Report 1973-1974.
ED 109 761

Allred, Marcus D.

The Dissemination of Local-Level, Long-Range Planning Systems to North Carolina Technical Institutes and Community Colleges. Occupational Education Research Project Final Report.
ED 110 154

Planning for the North Carolina Community College System: A State-Level Perspective.
ED 110 151

Almgren, Eva

World Citizen Responsibility: Assessment Techniques, Developmental Studies, Material Construction, and Experimental Teaching.
ED 110 373

Alovisetti, Max

Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children.
ED 109 572

Aloy, Noela

A Hawaiian Program Guide and Teacher Orientation.
ED 110 368

Alvir, Howard P.

ICIS and the Reduction of Paperback.
ED 109 983

Amara, Roy

Toward Understanding the Social Impact of Computers. IFF Report R-29.
ED 110 011

Amburgey, Lillian

Decentralized Counseling: An Innovative Approach.
ED 110 121

Ameduri, Robert Arthur

Analyses of Research Studies Pertaining to the CHEM Study and the CBA Programs.
ED 110 272//

Amyot, Michel

Evolution de la Clientele Etudiante Suivant le Niveau et la Degré d'Enseignement, par Territoire de Commission Scolaire et Région Administrative, Réseau Public, Québec 1965-66 à 1973-74. Documents Demographie Scolaire 9-31 (Development of the Student Clientele by Level Taught in Each Territory of the Scholastic Commission and the Administrative Region in the Public System, Quebec 1965-66 to 1973-74).
ED 109 793

Anderson, Betty S.

Adjustment to Recruit Training.
ED 109 485//

Anderson, Lorin W.

A Measure of Student Involvement in Learning: Time-on-Task.
ED 110 504

Angus, David L.

The Legitimation Function of Educational Ideas.

ED 110 352

Anker, Irving

Testimony of the Chancellor, Board of Education, City of New York.
ED 110 561

Apanasewicz, Nellie

Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965-1973.
ED 109 929

Apker, Wesley, Ed.

The Politics of Education: Challenges to State Board Leadership.
ED 109 745//

Aragon, Juan

Chicano Education and the National Institute of Education. Report of a Planning Conference for the NIE Planning Unit.
ED 110 260

Archibald, Robert D.

The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.
ED 109 550

Arner, Thomas D.

Implementing the Student Personnel Education Process-Outcome Model (SPEDPOM) in Education 619; Seminar on the College Student and the Environment.
ED 109 558

Arnold, Lois V.

Course Objectives: Secondary Language Arts.
ED 109 708

Artale, Vincent

Effects of a Roleplay/Game on Players' Attitudes Towards Instructional Games.
ED 109 986

Asher, Steven R.

Effect of Interest in Material on Sex Differences in Reading Comprehension. Final Report.
ED 109 610

Ashmore, William H.

Toward an Evaluation of Individually Guided Education.
ED 110 508

Askren, William B.

Impact of Design Trade Studies on System Human Resources.
ED 109 452

Augerot, James E.

Romanian Conference. Final Report.

- Aughinbaugh, Lorine A.**
Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101.
ED 109 904
- Austin, Gilbert R.**
Early Childhood Education in Scandinavia.
ED 110 099
- Avent, Catherine**
Practical Approaches to Career Education.
ED 109 479//
- Azzouz, Azzedine**
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 2, 1973.
ED 110 385
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 3, 1973.
ED 110 403
- Babco, Eleanor L.**
Professional Women and Minorities. A Manpower Resource Service.
ED 109 978//
- Backart, Kent Elwood**
Analysis of Freshman Chemistry Curriculum Practices and Their Relation and Implications to the Students Attitudes and Values.
ED 110 278//
- Bacon, Charles Frederick**
1974 Welding Task Analysis.
ED 109 361
- Bahr, Gladys, Ed.**
Foundations of Education for Business. National Business Education Yearbook, Number 13.
ED 109 383//
- Bailey, Jerry**
Midterm and Final Testing of Quality Assurance Classes Using the First Year Communication Skills Program.
ED 110 509
- Bakalis, Michael, Ed.**
Illinois Journal of Education; Continuing Education. Vol. 62, No. 1.
ED 109 389
- Baker, Michael E.**
Management Improvement Strategies in a Multi-School Organization.
ED 109 806
- Baldridge, J. Victor**
Alternative Models of Governance in Higher Education. Research and Development Memorandum No. 129.
ED 109 937
- Bangs, F. Kendrick, Ed.**
Foundations of Education for Business. National Business Education Yearbook, Number 13.
ED 109 383//
- Bank, Adrienne**
The Planning of Practice: Who Does What To Whom?
ED 109 748
- Banks, James A.**
Ethnic Studies as a Process of Curriculum Reform.
ED 110 377
- Baratta-Lorton, Mary**
Workjobs...for Parents: Activity-Centered Learning in the Home.
ED 110 198//
- Baratz, Joann C.**
A Quest for Equal Education Opportunity in a Major Urban School District: The Case of Washington, D.C.; [and] A Critique of "A Quest for Equal Educational Opportunity in a Major Urban School District: The Case of Washington, D.C."
ED 110 590
- Barber, Larry W.**
The Use of Unobtrusive Indices To Pulsate Community Feelings.
ED 109 739
- Barber, Richard J.**
Issues in Communication Planning for Hawaii.
ED 109 717
- Bargar, Robert R.**
Facilitating Building-Level Problem Solving: Adopting Systems Design to Human Development.
ED 109 774
- Barr, Richard**
Bond Sales for Public School Purposes 1973-74.
ED 109 735
- Barron, Frank**
The Transformation of Personal Themes in Literary Creation.
ED 109 676
- Bartos, Bruce**
Microform-Based Information Storage and Retrieval Systems.
ED 110 049
- Bastien, Joseph**
An Ethnographic Model for Researching the Public Schools.
ED 110 363
- Baum, Willa K.**
Oral History for the Local Historical Society. Second Edition, Revised.
ED 110 404//
- Baunach, Phyllis Jo**
Shared Decision-Making As a Treatment Technique In Prison Management.
ED 109 330
- Bayer, Alan E.**
Trends in Attitudes on Political, Social, and Collegiate Issues Among College Students: The Mid-1960's to Mid-1970.
ED 109 518
- Bayman, Robert**
Carpet Selection and Rationale for Its Use.
ED 109 797
- Beavers, Irene**
Identification of Tasks in Home Economics Related Occupations: Care/Development of Children.
ED 109 408
Identification of Tasks in Home Economics Related Occupations: Institutional and Household Maintenance.
ED 109 411
- Bedger, Jean E.**
The New Urban Community: Mutual Relevance of the Social and Physical Environment.
ED 110 566
- Bell, Carroll Wilson**
Celestial Navigation for High School Students.
ED 110 274//
- Bell, Della Pearl Domoneck**
Some Characteristics of High- and Low-Achieving Seventh Grade Black Students in Mathematics.
ED 110 330//
- Bell, T. H.**
Higher Education Management: An Overview.
ED 109 972
- Bell, Terrel H.**
A Performance Accountability System for School Administrators.
ED 109 778//
- Bellanca, James A.**
Values and the Search for Self.
ED 110 435
- Bender, Louis W.**
The States, Communities, and Control of the Community College: Issues and Recommendations.
ED 110 125
- Bender, Ralph E.**
The Development of Guidelines for Recruitment Programs in Agricultural Education.
ED 109 424
- Benedict, Joel A.**
Programmers and Dissolve Controls for Multi-Image Presentations.
ED 109 984
- Bennett, Rosalie**
The Effects of Scanning/Encoding Training on Sight Word (SW) Learning and Recognition.
ED 109 604
- Bensler, Connie**
Human Relations Approach to Alaskan Ethnic Studies.
ED 110 258
- Bensman, Marvin R.**
Sources of Broadcast Audio Programming.
ED 109 724
- Benson, Arland N.**
Personalized Education Using Group Methods: Strategies for Career Education in Guidance, Classroom, and Teacher-Advisor Programs.
ED 109 521
- Berceanu, Vera**
American Terms in the Romanian of Science and Technology.
ED 109 909
- Berdiansky, Betty**
Design for Sequencing Spelling-to-Sound Correspondences in Mod 2 Reading Program, Volume 1 and 11.
ED 109 609
- Berk, Robert A.**
Continuing Education Needs of Health Sciences Librarians Based on the State of the Art.
ED 110 004
- Bernstein, Margery R.**
Evaluation of Career Education Program, Mamaronck High School.
ED 109 458
- Berve, Nancy M.**
The States and Private Higher Education.
ED 109 959
- Besel, Ronald**
Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRI. Reading Program.
ED 109 592
- Bessemer, David W.**
Priorities for Research on Concepts Related to Function Words.
ED 109 701
- Bhola, H. S.**
The Grammar of Artifactual Action.
ED 109 830
- Bick, Lowell W.**
New Concepts in Design of Middle Schools.
ED 109 798
- Bierschenk, Bernhard**
A Computer-Based Content Analysis of Interview Data: Some Problems in the Construction and Application of Coding Rules.
ED 110 045
- Bigler, Mary Agnes Glenn**
Parental Use of Household Literature to Reinforce Secondary School Reading Instruction.
ED 109 615//
- Bingham-Newman, A. M.**
Logical Operations Instruction in the Preschool. Final Report--Hatch Research Project 142-1769, July 1st, 1971, to August 30th, 1974.
ED 110 186
- Birch, Jack W.**
Mainstreaming--A New Public Policy in Education.
ED 109 740
- Bishop, Terry L.**
Financial Projection Program: General Description and Users Guide. Project SIMU-School: Dallas Component.

- Bispo, Edward L.**
Consolidated Monitor and Review. Maxi II Report.
ED 109 764
- Björstedt, Ake**
Social Development and Training in School: Glimpses from Two Research Projects. *Studia Psychologica et Paedagogica Series Altera*, No. 24.
ED 110 388
- Black, Colin**
Towards a Research Model for the Investigation of Programmed Language Instruction. Reports from the Language Centre, No. 6.
ED 109 892
- Blai, Boris, Jr.**
[Harcum Junior College: Institutional Research, 1974.]
ED 110 105
Poor Academic Performance--Why?
ED 110 106
Some Biochemical Correlates of Academic Achievement (College Women--Their Eating Habits and Academic Achievement).
ED 110 117
- Blair, Mark W.**
Assessment of Student Attitudes.
ED 110 501//
Assessment of Student Attitudes Toward Learning Environments.
ED 110 500
- Blake, Howard E.**
Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3.
ED 109 642
- Blount, Gail, Comp.**
Collective Bargaining in Canadian Education. An Annotated Bibliography. OISE Bibliography Series No. 1.
ED 109 743//
- Blow, Barbara, Ed.**
B - J Paperback Book Guide. Volume I, Number 1.
ED 109 709//
- Bobson, Sarah, Comp.**
The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.
ED 110 586
- Bochner, Arthur P.**
Family Communication Research: A Critical Review of Approaches, Methodologies and Substantive Findings.
ED 109 726
- Bodkin, Geraldine**
Reading Improvement Program.
ED 109 596
- Bogart, Kenneth P.**
The Calculus of Population.
ED 110 325//
- Bogen, Betty**
A Computer Generated Audiovisuals Catalog.
ED 109 993
- Bolstad, Orin D.**
Reactivity to Home Observation: A Comparison of Audio Recorded Behavior with Observers Present or Absent.
ED 110 506
- Bosco, James J.**
The Development and Evaluation of an Inservice Education Model to Develop Informal Individualized Learning and Teaching Practices.
ED 110 411
- Boss, Richard D.**
Review and Synthesis of Job Placement Literature: Volume I of a Research Project to Develop a Coordinated Comprehensive Placement System.
ED 109 428
- Bosworth, Lewis A.**
Decentralization and Student Development: What Is a "Decenter" and How Does It Work?
ED 109 546
- Bottum, John S.**
Community Development: Concepts, Curriculum, Training Needs.
ED 109 360
- Boughner, Wesley**
Development of a Model for Planning an Educational Facility. [A] Practicum Report.
ED 109 732
- Boutwell, Richard C.**
Differential Imagery Ratings Using Nouns, QMI, Prose and Induced Encoding Strategy.
ED 110 479
- Bowles, Bob J.**
A Comparison between Three Groups of Hutchinson Community Junior College Students on the American College Testing Program's Composite Score and on the Reasons and Factors Affecting the Student's College Choice.
ED 110 140
- Boyet, Robert W., Comp.**
Louisiana Adult Education Staff Development Project. Interim Report, May 1, 1973-May 31, 1974. Publication No. 1428.
ED 109 306
An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254.
ED 109 394
- Bradshaw, Fred**
State, Local, and Federal Financing for Illinois Public Schools 1974-1975. Circular Series A, Number 337. Revised.
ED 109 815
- Braly, Joe Lee**
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Theme: The Twenty-seventh Annual School Vision Forum and Reading Conference.
ED 109 599
- Nesset, Bonna**
Needs Assessment of Administrators' Professional Development, November 1973.
ED 109 826
- Neustupny, J. V.**
Sociolinguistics and the Language Teacher. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 12.
ED 109 888
- Newman, Isadore**
Matching Factors of Vocational Interests by Grade, Sex, and Race.
ED 110 483
- Nichols, Harold E.**
Matrix Analysis: A Pragmatic Approach to Curriculum Design.
ED 109 329
- Niedermeyer, Fred**
1971-72 Tryout of Level 3 Composition Skills Exercises.
ED 109 670
- Niedermeyer, Fred C.**
Development of Teacher-Administered Tests for the SWRI. Reading Programs.
ED 110 513
- Niemi, John A.**
Technology and Media for Lifelong Learning: What Can ERIC Contribute?
ED 109 323
- Nostrand, Howard Lee**
The "Emergent Model" (Structured Inventory of a Sociocultural System) Applied to Contemporary France.
ED 109 935
- Nuttonson, M. Y., Ed.**
AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2.
ED 110 301//
- Ober, Bobby Scott**
An Analysis of the Business Working Papers Typed by Beginning Office Workers.
ED 109 363
- O'Connell, Mary Ann**
The Pennsylvania Research in Infant Development and Education Project: A Five Year Perspective.
ED 110 181
- O'Donnell, Roy C.**
A Comparison of Two Indices of Syntactic Complexity. Studies in Language Education Report No. 20.
ED 109 685
- Offenberg, Robert M.**
Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Fifth Year, 1973-74.
ED 109 933
- Oguntomade, Christopher Babafemi**
An Analysis of Teachers' Verbal Explanation of Problems in High School Physics.
ED 110 271//
- Okada, Masahito**
Rationale and Specifications for a Prototype, Group-Administered End-of-Unit Assessment Instrument for the SWRI. Reading Program.
ED 109 592
- Olds, Sally Wendkos**
The Mother Who Works Outside the Home.
ED 110 179//
- Oles, Henry J.**
Self-Perception, Socio-Economic Status and Related Variables in Black, Mexican-American and White Youths.
ED 109 585
- Ollila, Lloyd O., Ed.**
Learning to Read, Reading to Learn: Proceedings from the Transmountain Far West Regional Reading Conference (2nd, Victoria, B.C., 1973).
ED 109 638

300 Author Index

- Olson, George H.**
Graduate Follow-Up Studies: How Useful Are They?
ED 109 431
- Olson, LeVene A.**
Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials.
ED 109 430
- Olson, Paul A., Ed.**
What is School-Community-Based Teacher Education and Why Should Administrators be Interested in It?
ED 110 448
- Olswang, Lesley B.**
School-Community Program in Early Childhood Development.
ED 109 877
- Ostolaza, Jose Luis**
The Industrialization of Nonmetropolitan Counties: "Submetropolitanization" Versus Decentralization. Center of Applied Sociology, Working Paper RID 75.3.
ED 110 245
- Ostrowski, Michael V.**
A Comparison of Grades Students Achieve at William Rainey Harper College and How They Rate the Effectiveness of Their Instructor at Mid-Term During the Spring 1975 Semester.
ED 110 113
- O'Toole, James**
The Reserve Army of the Unemployed. Monographs on Career Education.
ED 109 509
- Padia, William L.**
Model Identification in Time-Series Analysis: Some Empirical Results.
ED 110 463
- Palmer, Joe Darwin**
Context, Situation, and Experience.
ED 109 886
- Pandey, Tej N.**
Estimating the Standard Error of the Mean in Multiple Matrix Sampling When Items are Sampled With and Without Replacement.
ED 110 495
- Pappas, Anthony V., Jr.**
The Status of Career Education.
ED 109 384
- Park, Ben**
An Introduction to Telemedicine; Interactive Television for Delivery of Health Services.
ED 110 028
- Parks, James C.**
Career Education: A Report on a State-Funded In-Service Education Project Conducted by the Louisiana State University College of Education and School of Vocational Education. Research Report. Vol. 4, No. 4.
ED 109 427
- Parks, R. B.**
Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department.
ED 110 284//
- Parmelee, Arthur H.**
Selection of Developmental Assessment Techniques for Infants at Risk.
ED 110 191
- Parsons, Donald O.**
A Disaggregate Study of the Effect of Unemployment Rates on Labor Supply.
ED 109 347
- Patrick, John J.**
Comparing Political Experiences.
ED 110 350
- Peak, Duane**
Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.
ED 110 101
- Pearson, Jessica**
A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education.
ED 109 808
- Pearson, William**
An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education. Report No. 70.
ED 109 807
- Pedersen, Geneva Ann**
Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report.
ED 109 827
- Pellegreno, Dominick, Comp.**
Models for Career Education in Iowa; Self-Awareness Classroom Activities.
ED 109 310
- Pelletier, Emile**
A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights.
ED 110 207//
- Pellow, Deborah**
The New Urban Community: Mutual Relevance of the Social and Physical Environment.
ED 110 566
- Penchansky, Mimi**
The Library as Consumer: Problems and Prospects of Libraries as Institutional Consumers.
ED 110 056
Publishing: Alternatives and Economics.
ED 110 057
- Penick, John E.**
The Effects of Two Patterns of Teaching on Aspects of Verbal and Figural Creativity in Fifth Grade Science Students.
ED 110 318//
- Pereira, Cecil**
The Effects of the Level of Manufacturing Industries on Local Government Revenues. Center of Applied Sociology, Working Paper RID 75.6.
ED 110 247
- Pestour, Renee**
Council of Europe Experimental Special Classes for Migrant Workers' Children, Academic Year 1972-73. (Vitry, France).
ED 110 230//
- Pesut, Robert**
Cost Effectiveness Analysis of Selected Vocational Programs with Cooperative Components Versus In-School Vocational Programs.
ED 109 342
- Peterson, Carolyn Sue**
Reference Books for Elementary and Junior High School Libraries. Second Edition.
ED 110 050//
- Peterson, Jon, Ed.**
Public Policy and State Education Agency Roles in Teacher Labor Relations.
ED 109 823
- Peterson, William D.**
Implementing the Student Personnel Education Process-Outcome Model (SPedPOM) in Education 619; Seminar on the College Student and the Environment.
ED 109 558
- Petrie, Thomas A.**
Pre-Kindergarten Program Evaluation.
ED 110 190
- Peucker, Thomas K.**
Computer Cartography. Resource Paper No. 17.
ED 110 380//
- Phay, Robert E.**
School Law: An Overview of Recent and Pending Court Action. Student Rights, School Finance and School Desegregation (With Emphasis on Student Rights).
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- Phillips, Donald L.**
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494
- Phillips, Herbert E.**
New Problems Confronting Rural Institutions.
ED 110 135//
- Picou, J. Steven**
Residence and the Athletic Participation--Educational Aspiration Hypothesis.
ED 110 268
- Pignone, M. M., Ed.**
Systems Analysis for Rural Community Services. A Seminar on Problems of Research on Delivery of Community Services in Rural Areas of the Northeast (Stratton Mountain, Vermont, July 29, 1972).
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- Pitman, John C.**
A Resource Guide; "National and Regional Developments in Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC)."
ED 110 454
The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education.
ED 110 457
- Plant, Walter T.**
Sex-Role Stereotypes and Educators' Descriptions of Mature Personality.
ED 109 519
- Plotkin, Jack**
Cooperative Information Network Interlibrary Loan Non-Filled Request Study.
ED 110 020
- Plourde, Paul J., Ed.**
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 1.
ED 110 065
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 2.
ED 110 066
- Plowman, Sharon Ann**
The Effects of Training on the Time Components of the Left Ventricle, and Cardiac Time Components: Sedentary versus Active Individuals.
ED 110 433
- Polansky, N. A.**
Child Neglect: An Annotated Bibliography.
ED 109 841
- Polansky, Norman A.**
Child Neglect: State of Knowledge. Final Report.
ED 109 840
- Poole, William F., Jr.**
Factors Related to Enrollment in Secondary School Physics.
ED 110 281//
- Pope, Mary L.**
Charlie's Lost.
ED 109 898
- Popham, W. James**
Program Fair Evaluation--Summative Appraisal of Instructional Sequences with Dissimilar Objectives.
ED 110 514
- Porch, Ann**
An Analysis of Methods for Preparing a Large Natural Language Data Base.
ED 110 048
- Principe, Joseph Francis**
The Needed Preparation and Attributes of Science Faculty in a Community College.
ED 110 282//
- Pritchard, Mary E., Comp.**
Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase.
ED 109 308
Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase.
ED 109 309
- Pulu, Tupou L.**
Charlie's Lost.

- ED 109 898
- Qafisheh, Hamdi A.**
Contrastive Analysis and the AFL Teacher.
ED 109 880
From Gulf Arabic into Modern Standard Arabic: A Pilot Study.
ED 109 881
- Radin, Norma**
Observed Paternal Behavior and the Intellectual Functioning of Preschool Boys and Girls.
ED 110 202
- Radius, Marcie**
Teacher In-Service.
ED 109 856
- Ralston, N. P., Ed.**
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- Ramsey, Margaret A., Ed.**
Problems in Training and Utilizing Urban Education Leadership.
ED 109 737
- Rankin, Gary E.**
Developing a Model for Assessment of Student Personnel Outcomes.
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- Rauch, Marian D.**
Toward High Quality Family Day Care for Infants and Toddlers. Final Report.
ED 110 183
- Rayner, John N.**
Conservation, Equilibrium, and Feedback Applied to Atmospheric and Fluvial Processes. Resource Paper No. 15.
ED 110 346//
- Read, Alison D.**
Sex Differences in Preparing for Scientific Occupations.
ED 110 341//
- Rebell, Michael A.**
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ED 110 588
- Rehberg, Richard A.**
Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft.
ED 110 376
- Reid, Gary B.**
Transfer of Training with Formation Flight Trainer.
ED 109 451
- Reynolds, Robert N.**
A Two-Year Evaluation of the Comparative Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.
ED 110 187
- Reynolds, William M., Comp.**
World Resources; 1975-76 National High School Debate and Discussion Resource Materials.
ED 109 714//
- Reynolds, William M., Ed.**
World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated.
ED 109 712
- Rezba, Richard James**
Preparation of Pre-Service Science Teachers in the Use of Alternate Laboratory Teacher Behaviors.
ED 110 269//
- Richardson, William R.**
Staff Development for the Rural Community College.
ED 110 136//
- Richmond, Bert O.**
Creativity in Monozygotic and Dizygotic Twins.
ED 109 580
- Riegel, Klaus F.**
What Does it Take to be Bilingual or Bidialectal.
ED 110 537
- Riendeau, Albert J.**
Post-Secondary Occupational Education and the Energy Crisis.
ED 109 448
Postsecondary Technical Education and the Energy Crisis.
ED 109 447
- Riesman, David**
Education and Politics at Harvard.
ED 109 956//
- Rifenbark, Ray**
Food Service Facilities.
ED 109 804
- Rigney, Joseph W.**
The Effects of Interactive Graphic Analogies on Recall of Concepts in Chemistry. Technical Report No. 75.
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- Roberts, Thomas B., Ed.**
Four Psychologies Applied to Education: Freudian, Behavioral, Humanistic, Transpersonal.
ED 110 382//
- Robertson, Harold Frederick, Jr.**
A Study of the Effect Introductory Physical Science Produces in Students' Abilities in Selected Areas of Physics.
ED 110 283//
- Robinson, Gail L.**
Foreign Language Study in New South Wales, State of the Art, 1973.
ED 109 891
- Rocer, Alexandra**
Aspects of Antonymy in Romanian.
ED 109 905
- Rogan, Paul J.**
Time Orientation of Young Male First Offenders as a Function of Period of Imprisonment and Race. Criminal Justice Monograph Volume VI, Number 1.
ED 109 571
- Rogers, Donald P.**
Case Studies for Teaching Organizational Communication.
ED 109 730
The Undergraduate Course in Organizational Communication: Rationale, Objectives, and Strategies.
ED 109 728
- Rogers, Donald P., Comp.**
Resources for Teachers of Organizational Communication.
ED 109 729
- Rogers, Everett N.**
TAT Welding Technology Training Program.
ED 109 340
- Rojek, Dean G.**
Community Satisfaction in a Rural Setting: Dimensionality and Correlates. Center of Applied Sociology, Working Paper RID-74.1.
ED 110 266
- Rooke, T. Jerome**
Needs Assessment Model: East Stroudsburg.
ED 110 465
- Rose, Ernest D.**
World Film and Television Study Resources. A Reference Guide to Major Training Centers and Archives.
ED 110 070//
- Rosen, Howard**
Eight Years Later: Education and Careers of Young Jewish Adults.
ED 109 482
- Rosenthal, Evelyn**
Social Class and Its Comparative Impact on a Set of Selected School Process Variables at the High School Level: A Multi-Study Analysis. Working Draft.
ED 110 376
- Ross, Naomi V.**
Faculty Voting Behavior in Temple University Collective Bargaining Elections.
- Rossmeler, Joseph G.**
Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report.
ED 110 103
- Rothfarb, Sylvia H.**
Evaluation of Learning in Language Arts Vernacular Instruction.
ED 109 934
- Rouse, William B., Ed.**
Quantitative Approaches to the Management of Information/Document Retrieval at the University of Illinois.
ED 110 025
- Rowe, John L.**
The Development of Teaching Units for Office Education Simulated Programs for Use in the State of North Dakota. Final Report.
ED 109 332
- Rubin, Stanford E., Ed.**
Issues in Program Evaluation Research in State Rehabilitation Agencies: A Symposium Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 11, 1974).
ED 110 507
- Rudegeair, Robert E.**
Assessment of Subskills Related to Novel Word Decoding.
ED 109 633
Confusability of Consonant Phonemes in Sound Discrimination Tasks.
ED 109 629
A Model of Developmental Phoneme Differentiation Ability.
ED 109 705
- Rusbar, Alice M.**
The Mini-Grant: A Means for Instructional Improvement through Research.
ED 110 149
- Rushton, Gerard**
Multidimensional Scaling: Review and Geographical Applications, Technical Paper No. 10.
ED 110 362
- Ryan, Jamice, Ed.**
Social Services and the Family.
ED 110 175
- Sachdev, Sham L.**
Specific Method for the Determination of Ozone in the Atmosphere.
ED 110 309//
- Sachs, Harley L.**
Communication Gamemanship.
ED 109 980
- Sackett, Duane H.**
Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3.
ED 109 642
- Sackrisson, Robert W.**
Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials.
ED 109 430
- Sadek, Carmen Sanchez**
Theoretical Basis for the Development of the Language Arts Curriculum in Bilingual Programs.
ED 109 930
- Safilios-Rothschild, Constantina**
Sex Role Socialization Patterns in Selected Societies.
ED 109 517
- Salopek, Phillip A.**
Status Inconsistency in Rural Areas: A Replication and Critique.
ED 110 239
- Sals, Diane K.**
"The Wisconsin Design for Reading Skill Development": Study Skills: A Report on the Type I Field Test, 1971-1973. Part 1 and 2.
ED 109 668

302 Author Index

- Samph, Thomas**
An Analysis of Selected Classroom Behavioral Category Systems. Final Report. ED 110 419
- Sanders, Jack**
The Uses of Regional Agencies in the Analysis of Dissemination of Innovations. ED 109 499
- Sanders, Mark S.**
An Effect of Knowledge of Results on Performance with Goal Setting Controlled. ED 109 522
- Sandow, Stuart, Ed.**
The Politics of Education: Challenges to State Board Leadership. ED 109 745//
- Sands, Billie Lou**
Identification of Tasks in Home Economics Related Occupations: Clothing, Apparel, and Textile Services. ED 109 410
- Sauer, Keith**
Sentential Complementation in Romanian. ED 109 907
- Saunders, John**
Rural Electrification and Level of Living: Evaluation of Impact. ED 110 240
- Savona, Diane**
The Dale Avenue Performance Objective Model. A Performance Objective Curriculum for Prekindergarten through Third Grade: Special Area Supplement. ED 110 540
- Scandura, Joseph M.**
Diagnosis and Instruction of Higher Order Rules for Solving Geometry Construction Problems. ED 110 342
- Scarborough, Lucy**
An Investigation of the Effects of Selected Aspects of Individualized Instruction on the Achievement of Students. ED 110 124
- Scarpella-Walls, Judith L.**
Obligatory Versus Optional Rules in Pedagogical Texts: The Partitive Construction in Italian. ED 109 925
- Schalock, H. Del**
Closing the Knowledge Gap: CBTE Programs as a Focus and Context: Research in Education. ED 110 440
- Schaumburg, Gary F.**
An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course. ED 110 129
- Schechtman, Gilbert**
Mastery Learning at Olive-Harvey College. ED 109 677
- Schellenberg, Ben**
Noise and Sound Control in Open Plan Schools. ED 109 801
- Schillaci, Peter**
Contemporary Films' Mini Course on Film Study. ED 109 713//
- Schilling, Ted, Comp.**
An Occupational Guide for the Development of Center-Based Instructional Programs in Adult Education for Local School Systems. Bulletin No. 1254. ED 109 394
- Schmidt, Fred H.**
The Economic Condition of the Mexican-American. ED 110 254//
- Schnucker, Robert V.**
The Affective and Cognitive Gains Made by Students in an Auto-Tutorial World Civilizations Course Compared with Students Enrolled in a Traditionally Taught World Civilizations Course. ED 109 992
- Schonfeld, William R.**
The Importance of Politics: A Study of French Secondary School Students. Draft. ED 110 407
- Schrader, W.B.**
Educational Attainment of American High School Seniors in 1960, 1965, and 1972: Feasibility Study. Final Report. Report No. PR-75-13. ED 110 512
- Schrager, Scott**
Distribution of Teachers and Professionals to Students in the Tri-County Area and Statewide. ED 110 530
- Schramm, Wilbur**
Learning from Television: What the Research Says. Revised Edition. ED 109 985
- Schulz, Russel E.**
MONIFORMS as Authoring Aids for the PLATO IV CAI System. ED 110 030
- Schumacher, Gary M.**
Advanced Organizers, Age, and the Recall of Relevant Versus Irrelevant Thematic Information. ED 109 619
- Schvaneveldt, Roger W.**
Contextual Constraints on Ambiguous Word Recognition. ED 109 936
- Schwab, Donna R.**
An Analysis of Spelling Errors in the 1971 Tryout of a First Grade Spelling Component. ED 109 706
- Schwartz, A., Ed.**
Approach to Physical Sciences, 1974. ED 110 337//
- Schwartz, Lester J.**
A Comparison of the Effects of Growth Groups in Counselor Education Courses. ED 109 531
- Schwebel, Milton**
The Role of Experience in Cognitive Development. ED 110 173
- Scott, Michael**
A Critique of Theoretical Contributions in Instructional Communication. ED 109 719
- Scott, Robert A.**
The Opening of Admissions: Implications for Policies and Procedures. ED 110 579
- Scott, Roger O.**
Evaluation of the First-Year Communication Skills and Instructional Concepts Programs. ED 110 510
Evaluation of the Second-Year Communication Skills Program. ED 110 511
- Scott, William H. O., Ed.**
Recommended East Asian Core Collections for Children's, High School, Public, Community College and Undergraduate College Libraries. ED 110 021
- Sealey, Bruce D., Ed.**
Six Metis Communities. ED 110 209//
- Sealey, D. Bruce**
The Metis: Canada's Forgotten People. ED 110 208//
- Sealey, Margaret, Ed.**
Six Metis Communities. ED 110 209//
- Sellen, Jane**
Music as an Educational Tool for the Mentally Handicapped ABE Student. ED 109 305
- Sellens, Sharon**
Suggestions for Teaching Rural Alaska Native Students. ED 110 267
- Selman, Gordon R.**
A Decade of Transition: The Extension Department of the University of British Columbia: 1960-1970. Occasional Papers in Continuing Education. Number 10, April 1975. ED 109 488
- Selvik, Arne**
Level of Manufacturing Activity, Unemployment and Poverty. Center of Applied Sociology, Working Paper RID 75.2. ED 110 244
- Shafer, Robert E.**
A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States. ED 109 707
- Shanks, James L.**
Cognitive Style as a Factor in the Science Achievement of Pre-Service Elementary Teachers. ED 110 322
- Shannon, Gregory A.**
Pennsylvania's Preparing for a Changing World Instrument: A Validation Study. ED 110 523
- Shapiro, Deborah**
Transracial Adoption Today: Views of Adoptive Parents and Social Workers. ED 110 188
- Sharp, Ann**
A Study of the Effectiveness of the Booklet Entitled "Family Tours of Michiana." ED 110 358
- Shea, Brent Mack**
High Schools and the Social Relations of Production. ED 110 360
- Shearon, Ronald W.**
Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report. ED 110 102
- Sheldon, M. Stephen**
Improving Instruction in California Community Colleges through Applied Research. Final Report. ED 110 143
- Shelton, Wendy Conklin**
Social Development in Young Children: A Report for Teachers. ED 110 166
- Shepard, Lorrie**
Development of the California Entry Level Test: Construct Validity of the Subtests. ED 110 520
- Sherman, Marjorie**
Kindergarten Children's Discrimination and Production of Phonemes in Isolation and in Words. ED 109 630
- Shifron, Gad**
The Case for Public Subsidization of Child Care Services. Discussion Paper No. 234-74. ED 110 194
- Shima, Fred**
Word Association in Connected Discourse. ED 109 602
- Shoemaker, David M.**
A Note on Allocating Items to Subtests in Multiple Matrix Sampling. ED 110 519
- Short, Jack T.**
An Address Given to American Library Trustee Association. ED 110 062
- Shulman, Carol Herrnstadt**
Federal Laws: Nondiscrimination and Faculty Employment. ED 109 979

- Shumaker, Arthur W.**
Despite Persistent Reports to the Contrary,
Many Courses in Communications Around the
Country Are Alive and Flourishing. Thank
You. ED 109 673
- Silver, Paula F.**
Administrator Preparation Programs as
Knowledge Utilizers. ED 109 746
- Simon, Lawrence Howard**
A Means of Clarifying Terminology in Social
Studies Curriculum. ED 110 383
- Simon, Louis**
A Taped Echoic Response Method with Seg-
mented Print for Poor Readers in Secondary
School. ED 109 661
- Simon, Roger I.**
The Development and Evaluation of an Alter-
native High School: A Report on S. E. E.
(School of Experiential Education). Phase I.
ED 109 831
- Simpson, Elizabeth J.**
Career Education-Feminine Version.
ED 109 564//
- Sinatra, Richard**
Values Strategies in the Teaching of Reading.
ED 109 659
- Sinclair, Phillip A.**
The Improvement of Teaching with Theatrical
Devices. ED 109 703
- Snick, Daniel**
Counseling Older Persons: Careers, Retirement,
Dying. ED 109 588
- Skarin, Kurt**
Altruism and Rivalry: An Analysis of Age and
Sex Differences. ED 110 201
- Slavin, Robert E.**
A Flexible Observation Instrument for Student
Behavior. Report No. 197. ED 110 439
- Smedley, Rande H.**
Graduate Follow-Up Studies: How Useful Are
They? ED 109 431
- Smith, Edgar A.**
Acceptance Inspection for Audio Cassette
Recorders. ED 110 040
- Smith, Edward L.**
A Criterion Test for Classification Tasks.
ED 110 522
Kindergarten Tryout of Single Variable Classifi-
cation Task Protocols. ED 110 521
- Smith, James F.**
T-4G Simulator and T-4 Ground Training
Devices in USAF Undergraduate Pilot Train-
ing. ED 109 423
- Smith, Jessie C.**
Managerial Case Studies; Special Project.
ED 109 997
- Smith, Marshall S.**
The Essential Skills Program: Brief History and
Future Plans. ED 109 605
Planning Research on Learning: An Example in
Reading. ED 109 655
- Smith, Melvin Ouston**
A Comparison of Two Laboratory Methods for
the Teaching of General Physical Science at
the College Level: Vicarious Experimentation
Versus Conventional Experimentation.
ED 110 273//
- Smith, William J.**
Guidelines for Aviation Education in Schools
of Pennsylvania with Annotated Teacher's
Course of Study and Planning Chart. ED 109 483
- Snipp, C. Matthew**
Nonmetropolitan Industrial Location and the
Incidence of Mental Disorder. Center of Ap-
plied Sociology, Working Paper RID 75.8.
ED 110 248
- Snow, Catherine E.**
Semantic Primacy in First and Second Lan-
guage Acquisition. ED 109 924
- Sofge, Charles T.**
Prediction of Performance and Satisfaction of
Aeronautical Engineering Students at the Naval
Postgraduate School. ED 109 541//
- Sonenfeld, Carol**
Self Theory and the Twenty Statements Test:
Some Thoughts on Its Application to Women.
ED 110 397
- Sonka, Steven T.**
Income and Employment Generation in Rural
Areas in Relation to Alternative Farm Pro-
grams (with Special Emphasis on the North
Central Region). ED 110 210
- Souma, Alfred M.**
Social Living: A Curriculum for the Educable
Mentally Retarded Student at the Secondary
Level. ED 109 844
- Spoeri, William G., III**
The Application of Certain Thematic Ap-
proaches to the Study of Introductory Physics.
ED 110 316//
- Sprengel, Donald P.**
Youth Training in the Private Sector: A Model
for Implementation. ED 109 403
- Springer, Judith Ann**
Auditory Discrimination and Reading Achieve-
ment of Puerto Rican Spanish-Speaking First-
Grade Students. ED 109 635
- St. Jacques, Ernest H.**
A Positive Look at Articulation: Florida, 1975.
ED 109 573
- Stallings, Jane**
Classroom Processes Related to Absence Rate.
ED 110 199
Relationships Between Classroom Instructional
Practices and Child Development. ED 110 200
- Stark, Edward A.**
Study to Determine the Requirements for an
Experimental Training Simulation System.
ED 110 034
- Steck, Ernest L.**
Structural and Process Models of Human Com-
munication Systems. ED 109 718
- Steeb, Ralph V.**
A Guide to Preparing Educational Specifica-
tions for Secondary Industrial Arts Facilities.
Monograph No. 1. ED 109 416//
- Steele, Sara**
The Phonoviewer as an EFNEP Teaching
Method: Overall Conclusions. ED 110 023
- Stein, Harry**
Teaching Africa Today: A Handbook for
Teachers and Curriculum Planners.
ED 110 374//
- Stevenson, Mona L. D.**
Television and the Public Library: A Study of
the State of the Art as Revealed by Library
Literature. ED 110 014
- Steward, Kathy L.**
Curriculum Guide in Sex Education for the
TMR. ED 109 845
- Stoble, William H.**
The Air Force Advanced Instructional System
(AIS): An Overview. ED 109 396
- Stoddard, Eleanor**
Research and Development in State Govern-
ment Agencies. Fiscal Years 1972 and 1973.
Surveys of Science Resources Series. ED 109 962
- Stoddard, Robert H.**
Planning College Geography Facilities:
Guidelines for Space and Equipment. ED 110 378//
- Stoffle, Carla J.**
Administration of Government Documents Col-
lections. ED 109 994//
- Stokes, C. Shannon**
Family Size in Successive Generations: The Ef-
fects of Birth Order, Intergenerational Change
in Lifestyle, and Familial Satisfaction. ED 110 237
- Stone, Helen D.**
Education for Foster Family Care: Models and
Methods for Foster Parents and Social Work-
ers. ED 110 185//
- Stoner, Kenneth L.**
Assessing Student Development in the Resi-
dential Environment: A Bibliography of Re-
lated Research. ED 109 960
- Strassberg-Rosenberg, Barbara**
Content Influences on Sex Differences in Per-
formance on Aptitude Tests. ED 110 493
- Strumpel, Burkhard, Ed.**
Subjective Elements of Well-Being; The OECD
Social Indicator Development Programme.
Papers Presented at a Seminar of the Organisa-
tion for Economic Co-operation and Develop-
ment (Paris, May 15-17, 1972). ED 110 371
- Sullivan, Howard J.**
Development of Teacher-Administered Tests
for the SWRL Reading Programs. ED 110 513
Story Specifications for Mod 2 Third-Year and
Fourth-Year Reading. ED 109 608
- Sumansky, John M.**
Manpower Planning, Occupational Education,
and Labor Mobility. DASP Technical Paper
No. 1. ED 109 385
Manpower Planning, Occupational Education,
and the Decision to Participate in the Labor
Force. DASP Technical Paper No. 2. ED 109 418
- Svenson, Elwin V.**
Observations on Emerging Relationships
between Regional Educational Laboratories
and State Departments of Education. ED 109 828
- Swanson, Donald A.**
A Counseling Bureau Resource Center for
Visually Handicapped Students. ED 109 557
- Swartz, Ned K.**
Teacher Characteristics and Teaching Effec-
tiveness of Vocational Industrial Education In-
structors. ED 109 365
- Swerdlloff, Sol**
Eight Years Later: Education and Careers of
Young Jewish Adults. ED 109 482
- Swick, Kevin J.**
The Rural and Small School: A Comprehensive
Information Booklet. ED 110 265
- Sylwester, Robert**
The Role of Method in Teaching: An Informal
Exploration. ED 110 418//

304 Author Index

- Tachiki, Amy, Ed.**
Roots: An Asian American Reader.
ED 110 565//
- Taha, Consuelo Byrd**
Self-Discipline--A Commonly Ignored Factor in the Education of Minority Group College Students.
ED 110 535
- Takagi, Paul**
Evaluation of the Chinatown Youth Services and Coordinating Center.
ED 110 562
- Takala, Sauli**
A Systematic Description of Language Teaching Objectives Based on the Specificities of Language Use Situations. Abridged Version. Reports from the Language Centre, No. 3.
ED 109 893
- Takanishi, Ruby**
ASUCLA Child Care Center Workshop Evaluation and Documentation Report: A Project of the Faculty and Students of the Early Childhood Development Specialization.
ED 110 184
- Tamminen, Armas**
TEACHER-ADVISORS: Where There's a Skill There's A Way.
ED 109 583
- Tarzan, Abdulla**
Elementary Mathematics Education: Developing a Competency-Based/Field-Centered Program.
ED 110 329//
- Tatham, Elaine L.**
Evaluation of College Learning Center Instruction in Six Subject Areas, Spring 1975.
ED 110 141
Three JCCC Career Student Follow-ups, 1974.
ED 110 142
- Taylor, Patricia**
Landscape Designs for Schools.
ED 109 796
- Teeples, Ronald K.**
The Meaning of Serrano Criteria for California Public School Finance. Claremont Economic Papers, No. 140.
ED 109 747
- Terlin, Rose**
A Working Woman's Guide to Her Job Rights.
ED 109 328
- Terry, Pamela**
A Comparison of the Mod 3 Entry Lexicon with Two Lexicons of Black Kindergarten Children.
ED 109 686
- Terwilliger, Gloria H., Ed.**
Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975).
ED 110 110
- Tesconi, Charles A., Jr.**
Education for Whom? The Question of Equal Educational Opportunity.
ED 110 564//
- Thiroux, Jacques P., Ed.**
The Future of the Humanities in the Community College. [Conference Summary].
ED 110 148
- Thomas, Charles R., Ed.**
The Future of Higher Education Information Systems: Yesterday's Solutions are Tomorrow's Problems. Proceedings of the 1973 CAUSE National Conference, New Orleans, December, 1973.
ED 110 006
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 1.
ED 110 065
Innovative Systems: Solution or Illusion? Proceedings of the 1974 CAUSE National Conference. Volume 2.
ED 110 066
- Thomas, David A.**
The Persuasion of Image Building and Presidential Campaigns.
ED 109 720
- Thomas, Norman C.**
Education in National Politics.
ED 109 781//
- Thompson, Audrey**
The Impact of Non-Traditional Educational Services Upon Learners Having Special Educational Requirements. A Follow-Up Study of Urban Educational Center Students.
ED 109 495
- Thompson, Enid T.**
Local History: A Handbook for the Collection, Preservation, and Use of Local History Materials.
ED 110 055
- Thornton, James E., Comp.**
The Community School: A Working Bibliography. Research Paper No. 1.
ED 109 465
- Timmerman, William J.**
Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded.
ED 109 425
- Tinto, Vincent**
A Mertonian Analysis of School Deviance.
ED 110 351
- Tollefson, Terrence A.**
Planning for the North Carolina Community College System: A State-Level Perspective.
ED 110 151
- Tomey, E. Allan**
Youth Training in the Private Sector: A Model for Implementation.
ED 109 403
- Torop, William**
An Analysis of Individualized Learning System Chemistry.
ED 110 321
- Totten, Herman L., Ed.**
The Administrative Aspects of Education for Librarianship: A Symposium.
ED 110 051//
- Towler, Daniel L.**
Student Representatives Serving with Boards of Education.
ED 109 824
- Tregaskis, George K.**
Law Everyone Should Know. Adult Course Outline, 1974 Revision.
ED 109 478
- Trivett, David A.**
Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?
ED 109 964
- Trotter, Bernard**
Planning for Planning. Relationships between Universities and Governments: Guidelines to Process.
ED 109 977
- Trow, Martin, Ed.**
Teachers and Students. Aspects of American Higher Education.
ED 109 975//
- Truckey, Clarence A.**
Physical Education Facilities.
ED 109 803
- Tufts, Jean**
A Report on the Development of Vocational Programs for Exceptional Children.
ED 109 854
- Tullen, Colton**
Capacitor Behavior: A Film and Laboratory Unit in Physics.
ED 110 277//
- Tyack, David B.**
Some Models for Interpreting the History of Compulsory Schooling.
ED 110 400
- Tyler, Gus, Ed.**
Mexican-Americans Tomorrow: Educational and Economic Perspectives.
ED 110 253//
- Uhlemann, Max R.**
Developing Individualized Behavior Change Goals with Clients: A Procedure.
ED 109 549
- Uhlmann, Julie M.**
Boundary Maintenance in the Urban Environment: The Papago Case.
ED 110 243
- Ullsh, Jack Lee**
Portuguese. Programmatic Course Instructor's Manual, Volume 1.
ED 109 932
- Underwood, Gary N.**
Needs in Southwest English Dialectology or, Want a LASS? Thanks, but No Thanks.
ED 109 883
- Uttar, M.**
Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73. (Strasbourg, France).
ED 110 228//
- Valenstein, Thelma**
At Home with Children. A Resource Book for Family Day Care -- Part 1. Summary Report: Educational Day Care Consultation Project -- Part 2.
ED 110 158
- Valine, Warren J.**
Follow Up Study of Group Counseling with Underachieving College Freshmen.
ED 109 567
- Vallee, Jacques**
Group Communication through Computers. Volume 1: Design and Use of the FORUM System. IFF Report R-32.
ED 110 012
Group Communication through Computers. Volume 2: A Study of Social Effects. IFF Report R-33.
ED 110 013
- Van Atta, Ralph**
Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.
ED 109 570
- Vanderpool, Christopher K.**
Status Inconsistency in Rural Areas: A Replication and Critique.
ED 110 239
- Vandersypen, John J.**
An Exemplary Program for Career Education: Interim Report.
ED 109 302
- Vargas, Herminio**
Poesias Infantiles (Children's Poems).
ED 109 900
- Vasilu, E.**
Some Semantic Properties of Romanian Interrogatives: "Care" and "Cine."
ED 109 906
- Vedder, Marion H.**
Louisiana State Library Institutional Library Pilot Program. An Evaluation: November 5-27, 1974.
ED 110 060
- Venezky, Richard L.**
Prereading Skills: Theoretical Foundations and Practical Applications.
ED 109 663
- Verble, David**
A Road Not Taken: An Approach to Teaching Poetry.
ED 109 671
- Verner, Coolie**
Continuing Education in Dentistry: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 5.
ED 109 470
Continuing Education in Medicine: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 3.
ED 109 466
Continuing Education in Nursing: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 4.
ED 109 467

- Continuing Education in Pharmacy: A Review of North American Literature 1960-1970. W. K. Kellogg Project Report No. 6. ED 109 469
- Vetter, Betty M.
Professional Women and Minorities. A Manpower Resource Service. ED 109 978//
- Vetter, Louise
Women in the Work Force: Follow-Up Study of Curriculum Materials. Research and Development Series No. 102. ED 109 559
- Villano, Maurice W.
Correlates of Student Ratings of College Instruction with Teacher Satisfaction and Related Course Variables. ED 110 487
- Villarreal, Abelardo
Escuchando y participando aprendo (I Learn by Listening and Participating). ED 109 901//
- Vinson, Jane
Staff Development for Program Consolidation. ED 109 819
- Vitale, Michael R.
The Calculus of Population. ED 110 325//
- Vivekananthan, Pathe S.
Teacher Characteristics and Teaching Effectiveness of Vocational Industrial Education Instructors. ED 109 365
- Voichick, Jane
The Phonoviewer as an EFNEP Teaching Method: Overall Conclusions. ED 110 023
- von Gustedt, Ruth
Supervising Paraprofessionals in Extension Programs. ED 109 538
- Walden, John C.
Students' Rights and Discipline. ED 109 773
- Waldhart, Enid S.
Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology. ED 109 996//
- Waldhart, Thomas J.
Communication Research in Library and Information Science: A Bibliography on Communication in the Sciences, Social Sciences, and Technology. ED 109 996//
- Waldorf, Dan
Morphine Maintenance: The Shreveport Clinic 1919-1923. Special Studies No. 1. ED 109 516
- Walker, Dennis
Sources of Broadcast Audio Programming. ED 109 724
- Wallace, Juanita D.
A Comparison of Procedures for Evaluation of Vocational Education Programs. Research Series No. 45. ED 109 404
- Wallin, Katherine L.
State Government: The Decision-making Process. A Resource Manual for Teachers and Students. ED 110 394
- Warzee, Louis
Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme II, "Educational Provision Before and During the Host Country's Compulsory Schooling Period" (Strasbourg, France, November 5-8, 1974). ED 110 217
- Watson, John S.
An Inventory of ESEA Title III Projects, FY 1974 [Delaware]. ED 110 572
- Watt, James H., Jr.
Arousal Model Components in Television Programming: Form Activity and Violent Content. ED 109 711
- Weaver, Joseph
Perceptions of Psychological Distance to Parents in Institutionalized, Retarded and Normal Children. ED 109 572
- Weigel, Richard G.
Developing Individualized Behavior Change Goals with Clients: A Procedure. ED 109 549
- Weiss, Carol N.
An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 424
An Assessment of the Impact of the EDC [Educational Development Center] Follow Through Advisory Approach. ED 110 425
- Welch, Michael W.
Diagnostic and Identification Implications of Primary Mental Abilities Test for Educationally Deficient Children. ED 109 860
- Welch, Paula
American Women: Early Pursuit for Olympic Laurels. ED 110 416
- Wentling, Tim L.
Evaluating Occupational Education and Training Programs. ED 109 449//
- West, Donald A.
Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington. ED 110 264
- West, Lynda L.
Career Education: Its Implications for the Educable Retarded. Project Price Working Paper No. 3. ED 109 838
- Westcott, Jane Reynolds
The Effect of the Distar Reading Program on Selected Disadvantaged Children in South Dakota. ED 109 613//
- Westerheide, W. J.
The Service Outcome Measurement Form: Pretest-Posttest Instrumentation and Practice Exercise (Factored Version); Field Test (Case Difficulty); Development and Testing. Monograph 2. ED 109 540
- Wetstone, Harriet S.
New England Instructional Television Research Center (NETREC). ED 109 981
- Wettan, Richard
The Effect of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915. ED 110 429
Social Stratification in New York City Athletic Clubs, 1865-1915. ED 110 428
- Wexler, Norman
Concurrent Validity of the National Teacher Examinations. ED 110 477
- Whalen, Gary V.
Impact of Design Trade Studies on System Human Resources. ED 109 452
- White, D. R.
The Stirling Lesson-Sampling Instruments. ED 110 502
- White, Jeff
The Magic Collection. ED 109 542
- White, Sally A.
An Analysis of Selected Classroom Behavioral Category Systems. Final Report. ED 109 345
- White, Stephen R.
Student Grade History System. ED 110 419
ED 110 104
- White, William F.
The Effects of Manipulated Self-Evaluation and Model Performance on Imitation and Incentive Reproduction of Novel and Self-Reinforcing Behavior. ED 109 579
- Wiggins, Thomas
The Elementary School as a Total Institution. ED 109 817
- Willers, Jack C.
The Impact of the Women's Rights Movement on Sexist Education and Its Implications for Vocational-Technical and Career Education. ED 109 563//
- Williams, Aaron, Jr.
The Use of Radar Imagery in Climatological Research. Resource Paper No. 21. ED 110 347//
- Williams, David V.
Demand Characteristics of Multiple-Choice Items. ED 110 498
Memory vs. Inference: A Preliminary Study of Process-Referenced Test Items. ED 110 492
- Williams, Mary Carter
The Attitudes of Medical School Administrators Toward Cost Factors Relating to Computer-Assisted Instruction. ED 110 072
- Willis, Joe
The Effect of New York's Elite Athletic Clubs on American Amateur Athletic Governance 1870-1915. ED 110 429
Social Stratification in New York City Athletic Clubs, 1865-1915. ED 110 428
- Wilson, Victor L.
A Two-Factor ANOVA Model for Time-Series Experiments. ED 110 462
- Wilson, Albert
Toward the Institutionalization of Change. Working Paper No. 11. ED 110 009
- Wilson, Barry D.
A Computational Technique to Determine the Angular Displacement, Velocity and Momentum of a Human Body. ED 110 427
- Wilson, Donna
Toward the Institutionalization of Change. Working Paper No. 11. ED 110 009
- Wilson, E. Barbara
Educational Task Force Guidance and Counseling Recommendations. ED 110 531
[Education Task Force Recommendations to Improve Reading and Communication Skills.] Revised. ED 110 529
- Willis, Wolfram
Probleme der Fehleranalyse Fremdsprache-Grundsprache Englisch-Deutsch (Problems in Error Analysis from Foreign Language to Source Language--English to German). ED 109 887
- Winn, Mitchell
The Drug Alternative. ED 110 426
- Winslow, Ken, Comp.
Video Programs: A Source Guide of Organizations Distributing Video Programs for Use in "Adult Education". ED 109 987//
- Withers, Glenn Alexander
The Political Economy of Military Manpower Procurement in Peacetime. ED 109 345

- Wolff, Aline**
Learning to Teach Writing, Writing to Learn Teaching. ED 109 672
- Wolff, Laurence**
Why Children Fail in First Grade in Rio Grande do Sul: Implications for Policy and Research. ED 110 583
- Wolford, George**
Optimal Mixtures of Test Types in Paired-Associate Learning (Sensory Information Processing). Final Report. ED 109 625
- Wolfram, Walt**
Extended Notions of Grammar and Reading Comprehension. ED 109 621
- Wolton, Kenneth A.**
Counseling Girls and Women: A Guide for Jewish and Other Minority Women. BBCCS Pamphlet No. 1023. ED 109 551
- Wolpert, Julian**
Metropolitan Neighborhoods: Participation and Conflict over Change. Resource Paper No. 16. ED 110 379//
- Wong, Paul**
A Survey by Dr. Paul Wong of Chinese Immigrant Youths in San Francisco, 1970: BASPC Staff Analysis. ED 110 563
- Woodruff, Robert R.**
T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training. ED 109 423
- Wooner, Rosestelle B., Ed.**
Pedestrian Safety: Injury Control Curriculum Guide (For K - 3rd Grade). Second Edition. ED 110 162
- Work, James C.**
Assignment: Library; The Use of Non-Research Library Topics in Composition Courses. ED 109 684
- Worthen, Blaine R.**
An Exploratory Study of Selected Variables Related to the Training and Careers of Educational Research and Research-Related Personnel. Final Report. ED 110 441
- Worthy, Elizabeth J.**
Cooperative Planning for a School of Nursing Within a Health Science Complex. ED 109 297
- Wright, Charlene J.**
A Videotape In-Home Study of the Social and Educational Teaching Styles of Mothers and their Five-Year-Olds. ED 110 163
- Wright, Emmett L.**
The Effect of Intensive Instruction in Cue Attendence and Hypothesis Generation Upon Open Exploration Behavior of Low and High Ability Ninth Grade Students. ED 110 326//
- Yager, Geoffrey G.**
Differential Covert Conditioning: A Replication of a Study by Epstein and Peterson. ED 110 482
Self-Control Applications to Counselor Education. ED 109 529
- Yagle, Pamela D.**
Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools. ED 109 675
- Yarborough, Judith**
How to Prepare for a Computer Search of ERIC: A Non-Technical Approach. ED 110 096
- Yasutake, Joseph Y.**
The Air Force Advanced Instructional System (AIS): An Overview. ED 109 396
- Yeomans, Edward**
Schools Talk to Parents About the Integrated Day. ED 109 757
- York, Edwin**
Doctoral Dissertations Concerning Career Education, 1960-1971. ED 109 429
- Young, Richard E.**
Area Agent Staffing Compared With County-Only Staffing in the Cooperative Extension Service in the United States. ED 109 349
- Young, William T.**
Music and the Disadvantaged: A Teaching-Learning Project with Headstart Teachers and Children. Final Report. ED 110 165
- Zaslavsky, Gerald**
Media Services in an Academic Library: A Rationale with Special Implications for New York University's Bobst Library. ED 110 033
- Zell, Doris Conti**
An Analogous Study of Children's Attitudes Toward School in an Open Classroom Environment as Opposed to a Conventional Setting. ED 110 073
- Zepeda, Richard A.**
Evaluation of Career Education in Dallas. ED 110 491
- Zinn, Lorraine M.**
Adult Basic Education Teacher Competency Inventory: Virgin Islands. ED 109 337
- Zisman, Paul M.**
Education and Economic Success of Urban Spanish-Speaking Immigrants. Final Report. ED 110 578
- Zorn, Joan M.**
The Phenomenal Growth of the Associate Degree Program in Nursing. ED 109 582
- Zorn, Robert L.**
The Phenomenal Growth of the Associate Degree Program in Nursing. ED 109 582
- Zunde, Pranas**
Scientific and Technical Information Transfer for Education (STITE). Research Report No. 4. ED 110 016
- Zurbrick, Phillip R., Comp.**
Summaries of Studies in Agricultural Education, Pacific Region, 1973-74. Service Bulletin No. 23. ED 109 376

Institution Index

307

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

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ED 109 575//

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ACTfacts; A History and Chronology of Action for Children's Television.

ED 109 989//

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ED 110 385

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ED 110 403

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ED 110 583

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ED 110 040

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ED 109 423

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ED 109 346

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ED 109 450

T-4G Simulator and T-4 Ground Training Devices in USAF Undergraduate Pilot Training.

ED 109 423

Transfer of Training with Formation Flight Trainer.

ED 109 451

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ED 109 452

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ED 109 437

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Development of an Infrared Fluorescent Gas Analyzer.

ED 110 308//

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.
Career Education for Adults: Community Resources Module.

ED 109 358

Career Education for Adults: Consumer Economics Module.

ED 109 354

Career Education for Adults: Government and Law.

ED 109 357

Career Education for Adults: Health Module.

ED 109 356

Career Education for Adults: Occupational Information Module.

ED 109 355

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ED 109 442

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ED 109 958

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ED 109 942

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ED 109 898

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ED 110 259

The Urban Native Encounters the Social Service System.

ED 110 257

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The Drug Alternative.

ED 110 426

Planning Facilities for Athletics, Physical Education, and Recreation. Revised.

ED 110 430

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Oral History for the Local Historical Society.

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ED 110 404//

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ED 110 444

American Association of Community and Junior Colleges, Washington, D.C.
The States, Communities, and Control of the Community College: Issues and Recommendations.

ED 110 125

American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.

Curriculum for Improving Communication Skills: A Language Arts Handbook for Use in Corrections. A Monograph Series for Correctional Educators No. 3.

ED 109 642

Food Stamps. Learning Packet No. 2.

ED 109 640

308 Institution Index

- Job Application. Learning Packet No. 1.
ED 109 641
- American Coll. Testing Program, Iowa City, Iowa.**
Career Planning Program: Grades 8-11; Handbook: User's Guide and Summary of Research.
ED 109 362
- American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.**
Assessing the Career Interests of College Youth: Summary of Research and Applications.
Research Report No. 67.
ED 109 525
- American Council of Industrial Arts Supervisors, Washington, D.C.**
A Guide to Preparing Educational Specifications for Secondary Industrial Arts Facilities.
Monograph No. 1.
ED 109 416//
- American Council on Education, Washington, D.C. Policy Analysis Service.**
Federal-State Responsibility for Facilitating Student Access. Policy Analysis Service Reports, Vol. 1, No. 2.
ED 109 949
- American Council on the Teaching of Foreign Languages, New York, N.Y.**
Teaching Culture. The Working Papers of the 1972 Pre-Conference Workshop.
ED 109 882
- American Educational Research Association, Washington, D.C.**
An Exploratory Study of Selected Variables Related to the Training and Careers of Educational Research and Research-Related Personnel. Final Report.
ED 110 441
- American Home Economics Association, Washington, D.C.**
Actualizing Concepts in Home Management: Proceedings of a National Conference.
ED 109 472
Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria.
ED 109 480
- American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.**
The Effects of Question Type and Question Placement on Problem Solving Ability from Prose Material. Final Report.
ED 109 626
- American Inst. of Crop Ecology, Silver Spring, Md.**
AICE Survey of USSR Air Pollution Literature, Volume 13: Technical Papers from the Leningrad International Symposium on the Meteorological Aspects of Atmospheric Pollution, Part 2.
ED 110 301//
- American Library Association, Washington, D.C.**
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ED 110 071
- American Medical Association, Chicago, Ill.**
Contributions to a Comprehensive Health Manpower Strategy.
ED 109 333//
- American Political Science Association, Washington, D.C.**
Comparing Political Experiences.
ED 110 350
- American River Junior Coll., Sacramento, Calif.**
Evening College Enrollment Study, Spring, 1975.
ED 110 150
- American Technical Education Association, Inc., Delmar, N.Y.**
Proceedings of the Annual National Clinic on Technical Education (11th, Columbia, South Carolina, March 27-29, 1974).
ED 109 398
- American Technical Society, Chicago, Ill.**
Cluster Concept in Vocational Education.
ED 109 417//
- Anchorage Borough School District, Alaska.**
Human Relations Approach to Alaskan Ethnic Studies.
ED 110 258
Suggestions for Teaching Rural Alaska Native Students.
ED 110 267
- Antilles Consolidated Schools, Ft. Buchanan, Puerto Rico.**
Cultural Awareness: Learning Your Way Around a New Culture. Revised.
ED 109 547
- Antioch Coll., Columbia, Md.**
The Making of an Air-Supported Campus. Antioch's Bubble. Final Report.
ED 109 955
- Appalachia Educational Lab., Charleston, W. Va.**
Experience-Based Career Education, Appalachia Educational Laboratory. Interim Evaluation Report, March 15, 1974.
ED 109 497
Experience-Based Career Education, Appalachia Educational Laboratory. Final Evaluation Report, September 30, 1974.
ED 109 498
- Archdiocese of Chicago School Board, Ill.**
Coordination of Organic Curriculum Development in the Catholic Schools of Chicago, Illinois. Final Report.
ED 109 827
- Arizona English Teachers Association, Tempe.**
Censorship and the Teaching of English.
ED 109 698
Popular Culture and the Teaching of English.
ED 109 699
- Arizona Univ., Tucson. Dept. of Agricultural Education.**
Summaries of Studies in Agricultural Education, Pacific Region, 1973-74. Service Bulletin No. 23.
ED 109 376
- Arkansas State Dept. of Education, Little Rock.**
A Directory of Title III, ESEA Projects [Arkansas].
ED 110 569
- Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.**
Issues in Program Evaluation Research in State Rehabilitation Agencies: A Symposium Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 11, 1974).
ED 110 507
- Army Engineer School, Fort Belvoir, Va.**
Roads and Airfields I (Programed Instruction). Engineer Subcourse 64-9.
ED 109 438
- Army Foreign Science and Technology Center, Charlottesville, Va.**
Orientations of Research Staff to Change of Occupation: A Sociological Case Study.
ED 109 325
- Army War Coll., Carlisle Barracks, Pa.**
Graduate Education within the Armed Forces.
ED 109 971//
- Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.**
Television as a Social Force: New Approaches to TV Criticism.
ED 110 097//
- Aspira, Inc., New York, N.Y.**
Informe Sobre la Conferencia (Think Tank) de Aspira Nacional Sobre Educacion Bilingue (Aspira National Think Tank Report: Bilingual Education)
ED 110 528
- Association for Supervision and Curriculum Development, Washington, D.C.**
Emerging Moral Dimensions in Society: Implications for Schooling.
ED 110 405
- Association for the Education of Teachers in Science.**
Report on the Status of Competency-Based Teacher Education Programs for Secondary School Science Teachers: 1973-1974.
ED 110 336//
- Association of American Geographers, Washington, D.C. Commission on College Geography.**
Air Pollution. Resource Paper No. 2.
ED 110 311//
A Bibliography of Statistical Applications in Geography, Technical Paper No. 9.
ED 110 361
Computer Cartography. Resource Paper No. 17.
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314 Institution Index

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Identification of Tasks in Home Economics Related Occupations: Care/Development of Children. ED 109 408
Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings. ED 109 409
Identification of Tasks in Home Economics Related Occupations: Clothing, Apparel, and Textile Services. ED 109 410
Identification of Tasks in Home Economics Related Occupations: Institutional and Household Maintenance. ED 109 411
Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase. ED 109 308
Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase. ED 109 309
Models for Career Education in Iowa; Self-Awareness Classroom Activities. ED 109 310
Models for Career Education in Iowa; Career Development Model and Explanation. ED 109 311
Models for Career Education in Iowa; Implementing Career Education in the School Curriculum. ED 109 312
Models for Career Education in Iowa; Information Centers in Career Education. ED 109 313
Models for Career Education in Iowa--Selected Occupations by Clusters for Use in Elementary Schools. ED 109 314
Models for Career Education in Iowa: Kindergarten-Grade 6: Staff Development-Career Curriculum Project. ED 109 315
Models for Career Education in Iowa. Goals and Objectives for Implementation of Career Education in Grades 7-12. ED 109 316
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Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Awareness Phase. ED 109 309
Models for Career Education in Iowa; Self-Awareness Classroom Activities. ED 109 310
Models for Career Education in Iowa; Career Development Model and Explanation. ED 109 311
Models for Career Education in Iowa; Implementing Career Education in the School Curriculum. ED 109 312
Models for Career Education in Iowa; Information Centers in Career Education. ED 109 313

Models for Career Education in Iowa—Selected Occupations by Clusters for Use in Elementary Schools.

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ED 109 408

Identification of Tasks in Home Economics Related Occupations: Interior Design and Furnishings.

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Accession Number Cross Reference Index

327

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HE — Higher Education
IR — Information Resources

JC — Junior Colleges
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Urban Education

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CE003397	ED109297	CE004139	ED109356	CE004250	ED109415
CE003725	ED109298	CE004140	ED109357	CE004251	ED109416//
CE004059	ED109299	CE004141	ED109358	CE004254	ED109417//
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IR002375	ED110073	PS007943	ED110169	RC008715	ED110266
IR002376	ED110074	PS007944	ED110170	RC008716	ED110267
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JC750421	ED110115	RC008653	ED110211	SE016050	ED110308//
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JC750440	ED110133	RC008672	ED110229//	SE019031	ED110326//
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JC750442	ED110135//	RC008674	ED110231//	SE019150	ED110328//
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SP009373	ED110413	TM004769	ED110496	UD015394	ED110577
SP009381	ED110414	TM004770	ED110497	UD015406	ED110578
SP009394	ED110415	TM004771	ED110498	UD015407	ED110579
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SP009405	ED110422	TM004778	ED110505	UD015416	ED110586
SP009406	ED110423	TM004779	ED110506	UD015436	ED110587
SP009413	ED110424			UD015437	ED110588
SP009414	ED110425			UD015438	ED110589
SP009415	ED110426			UD015439	ED110590
				UD015440	ED110591
				UD015441	ED110592//
				UD015442	ED110593
				UD015500	ED110594

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition)

from January 1972 through October 1975:

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

ADVENTITIOUSLY HANDICAPPED 240

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANCOVA

USE ANALYSIS OF COVARIANCE

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ANOVA

USE ANALYSIS OF VARIANCE

ANSWER SHEETS 520

SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.

UF

Answer Booklets
Answer Cards

ARCHERY 390

Argumentation

USE PERSUASIVE DISCOURSE

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF

Constructed Languages

ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF

Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic, U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

ATHAPASCAN LANGUAGES 300

SN North American Indian language family, including languages of Alaska and northwestern Canada, the Oregon-California coast, southwestern United States, and north-central Mexico.

UF

Athabaskan Languages

ATTACHMENT BEHAVIOR 060

SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

AWARDS 500

SN Verbal or material commendations, calling attention to activities, performances, or qualities.

BASEBALL 390

Birth Defects

USE ANOMALIES

BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate
Natality

BODY LANGUAGE 080

Building Renovation

USE BUILDING IMPROVEMENT

BUSINESS COMMUNICATION 080

SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.

UF Commercial Communication
Industrial Communication

CANADIAN LITERATURE 260

SN Literature written by or about Canadians.
UF French Canadian Literature

CAPITALISM 480

CAPTIONS 080

SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.

UF Cutlines

CAREER AWARENESS 040

SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.

UF Occupational Awareness
Vocational Awareness

Career Development

USE VOCATIONAL DEVELOPMENT

CAREER EXPLORATION 200

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHAMORRO 300

SN Native language of Guam and the other Mariana Islands.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400**CHILD ADVOCACY 480**

- SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILD LABOR LEGISLATION 230
(Replaces old term CHILD LABOR LAWS.)**CHILDRENS LITERATURE 260**

- SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COLLEGE STORES 210

- SN Higher educational facilities that sell books and other merchandise for student needs.
- UF College Bookstores

COMICS (PUBLICATIONS) 050

- SN Narrative series of drawings or pictures, usually accompanied by balloons giving conversation, which present humorous incidents or dramatic adventures—includes comic strips and comic books.

COMMUNITY INFORMATION SERVICES 330

- SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).
- UF Community Information Centers
Hot Lines (Public)
Local Information and Referral Services

COMPENSATION (CONCEPT) 310

- SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

- SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

- SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONGENITALLY HANDICAPPED 240

- SN Handicapped at birth.

CONSERVATION (ENVIRONMENT) 460

- SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTITUTIONAL LAW 230**CONSTRUCTION MANAGEMENT 020****CONTINGENCY MANAGEMENT 420**

- SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.
- UF Contingency Contracts

CORPORAL PUNISHMENT 310

- SN Infliction of physical pain upon one person by another.

COST INDEXES

- SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.
- UF Index Numbers (Costs)
Price Indexes

CREDIBILITY 040

- SN Compatibility of a statement or situation with what is generally perceived as true or possible.
- UF Believability
Source Credibility
Trustworthiness

CRIMINAL LAW 230

- SN Branch of jurisprudence that relates to crimes and their punishments.

CUBANS 380**CUTTING SCORES 190**

- SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
- UF Critical Scores

DAILY LIVING SKILLS 010

- SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
- UF Fundamental Skills (Daily Living)

DECODING (READING) 440

- SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

- SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

- SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DESIGN BUILD APPROACH 020

- SN Entering into a single contract for design services and construction services.
- UF Design Construct Method
Turnkey Building

DIMENSIONAL PREFERENCE 060

- SN Cue response to color, form, or size.

Diplomacy**USE FOREIGN RELATIONS****DIPLOMATIC HISTORY 260**

- SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy**USE FOREIGN POLICY****DISARMAMENT 480**

- UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

- UF Dissensus

DOMINICANS 380

- SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

DRINKING 250

- SN Consumption of alcoholic or other beverages.
- UF Social Drinking

DRUG EDUCATION 140

- SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems**USE ECOLOGY****EDITING 080**

- SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
- UF Copyediting

EDITORIALS 050**EDUCATIONAL ALTERNATIVES 140**

- SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
- UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480

- SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

- SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

Educational Production Functions
USE PRODUCTIVITY**EFFICIENCY 180**

- SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

EGOCENTRISM 040

- SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.
- UF Egotism

ELEMENTARY SECONDARY EDUCATION 140

SN Formal education provided in kindergarten or grade 1 through grade 12.

EMANCIPATED STUDENTS 380

SN Students who are legally (or perhaps financially) independent of their parents or former guardians.

UF Independent Students (Self Supporting)
Self Supporting Students

ENCAPSULATED FACILITIES 210

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

ENERGY CONSERVATION 460

SN Preventing loss or waste of energy.

ENGLISH FOR SPECIAL PURPOSES 300

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

ESKIMO ALEUT LANGUAGES 300

SN Native languages of the Commander and Aleutian Islands, western and northern Alaska, northern Canada, Greenland, and the northeastern tip of Siberia.

UF Aleut

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210

FAMILY DAY CARE 490

SN Care of preschool children in private homes.

UF Home Day Care

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

Filmmaking

USE FILM PRODUCTION

FINANCE REFORM 220

SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.

UF Tax Reform

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Fundamental Skills (School)

USE BASIC SKILLS

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

GENERATIVE PHONOLOGY 290

SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

GLOBAL APPROACH 480

SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.

UF International Approach
Worldmindedness
Worldwide Approach

GOLF 390

HEADLINES 080

SN Titles of news articles or newscasts.

HIGH SCHOOL EQUIVALENCY PROGRAMS 410

SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).

UF GED Programs

HISTORIOGRAPHY 260

SN Research into and writing of history.

HOMOSEXUALITY 060

UF Lesbianism

HUMANISTIC EDUCATION 140

SN Educational system designed to achieve affective outcomes or psychological growth—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.

UF Affective Education
Confluent Education
Psychological Education

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

ITV

USE EDUCATIONAL TELEVISION

JUSTICE 500

LABELING (OF PERSONS) 490

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

LANGUAGES FOR SPECIAL PURPOSES 300

SN Languages taught to or learned by non-native speakers who have need for a certain specialized foreign language capability for the efficient discharge of functions in their studies, profession, or trade.

LANGUAGE VARIATION 290

SN Differences in systems of a language that result from historical, geographical, social, or functional changes.

LAYOUT (PUBLICATIONS) 030

UF Format (Publications)

LEAD POISONING 250

Learning Centers

USE LEARNING LABORATORIES

LIBRARY ADMINISTRATION 020

UF Library Management

LIBRARY ROLE 330

SN Functions expected of or carried out by libraries.

LIFE STYLE 060

SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

**Linguistic Difficulty (Contrastive) USE INTER-
FERENCE (LANGUAGE LEARNING)**

**LINGUISTIC DIFFICULTY (INHERENT)
290**

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

LOCAL HISTORY 260

- SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.
UF Community History
County History

LOCUS OF CONTROL 420

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

Mainstreaming

USE REGULAR CLASS PLACEMENT

MANAGEMENT BY OBJECTIVES 020

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380

MATRICES 340

MECHANICS (PHYSICS) 400

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380

- SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MISCUE ANALYSIS 440

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a

technique for measuring the learner's control of the reading process.

- UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130

- SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130

- SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290

- SN A branch of linguistic science relating language behavior to the neurological sciences.

NEW JOURNALISM 260

- SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

NEWS REPORTING 080

NONFICTION 260

NONFORMAL EDUCATION 140

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

**NONRESERVATION AMERICAN INDIANS
380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310

- SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN BOOK TESTS 520

OPEN EDUCATION 140

- UF Open Schools

ORGANIZATIONAL COMMUNICATION 080

- SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.
UF Office Communication

ORGANIZATIONAL DEVELOPMENT 020

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480

- UF International Peace
World Peace

PEER COUNSELING 090

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140

- SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

PERINATAL INFLUENCES 070

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

PHONEME GRAPHEME CORRESPONDENCE 290

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

POST SECONDARY EDUCATION 140

SN All education beyond the secondary level—includes learning activities and experiences beyond the compulsory school attendance age with the exception of adult basic education and high school equivalency programs (before Apr 1975, Scope Note restricted to: Education beyond grade 12 and less than baccalaureate level).

PREGNANT STUDENTS 380**PRIMARY HEALTH CARE 250**

SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

PRIMARY SOURCES 460

SN Original evidence (documents, relics, oral records, etc.) used in historical research.

UF Original Sources

Private Information**USE CONFIDENTIALITY****PROCESS EDUCATION 140**

SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Production Functions**USE PRODUCTIVITY****Program Implementation****USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

UF Ad Valorem Tax

PUBLIC HEALTH LEGISLATION 230

(Replaces old term PUBLIC HEALTH LAWS.)

PUBLIC SERVICE OCCUPATIONS 350

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

UF Puppets
Puppet Shows

RAPE 060

UF Statutory Rape

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

RESPIRE CARE 490

SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SCHOOL ATTENDANCE LEGISLATION 230
(Replaces old term SCHOOL ATTENDANCE LAWS.)**SEMANTIC DIFFERENTIAL 190**

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEVERELY HANDICAPPED 240

SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.

UF Profoundly Handicapped

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490

SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490**SHARED FACILITIES 210**

SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.

UF Joint Occupancy

SI Units**USE METRIC SYSTEM****SOCIAL HISTORY 260**

SN History that concentrates on the sociocultural aspects of the life, customs, trends, and institutions/organizations of a people.

SOCIAL SCIENCE RESEARCH 450

SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOCIALISM 480**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STRANGER REACTIONS 060

SN Reactions to strangers (positive, negative, or mixed in character).

UF Xenophobia

STUDENT RESPONSIBILITY 040**TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.

UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TENNIS 390****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TOTALITARIANISM 230

UF Dictatorship

TREATIES 230

SN Negotiated agreements between two or more political authorities.

TUTORS 380

(Replaces old term COACHING TEACHERS.)

UNDERGRADUATE STUDENTS 380

SN College or university students who are engaged in studies leading to the Bachelor's Degree.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VENEREAL DISEASES 250

UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerrilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.

UF Litter
Refuse

WELSH 300

SN The Celtic language of Wales.

WOMENS ATHLETICS 390**WOMENS STUDIES 110**

SN An academic discipline that incorporates courses about women either separately or as a field of study.

UF Female Studies

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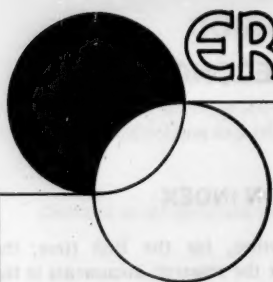
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